

**IMPROVING STUDENTS' ENGLISH ACHIEVEMENT THROUGH  
MNEMONIC FOR THE FOURTH GRADE STUDENTS OF SD N 3  
KARANGANOM KLATEN IN THE FIRST SEMESTER OF THE  
ACADEMIC YEAR OF 2012/2013**

**A Thesis**

**Presented as partial fulfillment of the requirements  
for the attainment of the *Sarjana Pendidikan* Degree  
in the English Language Education**



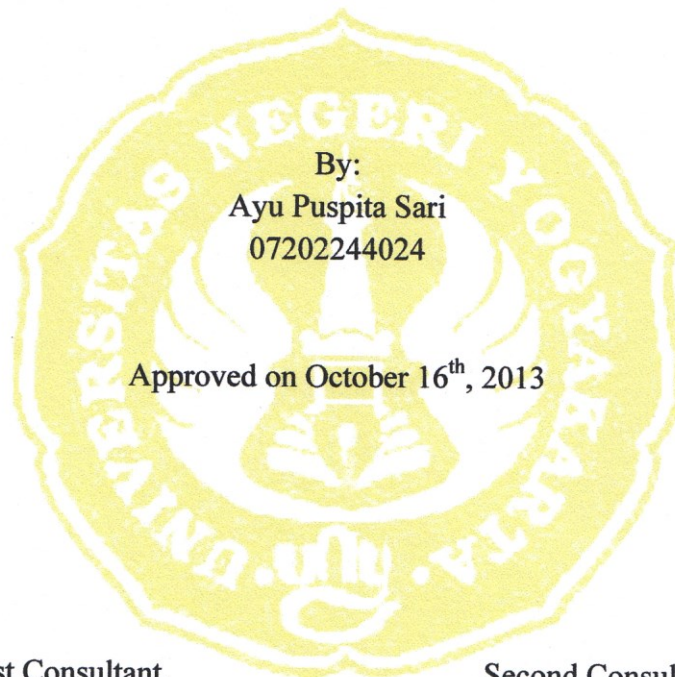
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2013**

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**IMPROVING STUDENTS' ENGLISH ACHIEVEMENT THROUGH  
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KARANGANOM KLATEN IN THE FIRST SEMESTER OF THE ACADEMIC  
YEAR OF 2012/2013**

**A THESIS**



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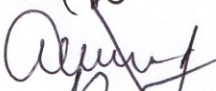
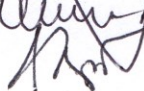
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Oktober 2013

Penulis,



Ayu Puspita Sari



## DEDICATIONS

This thesis is fully dedicated to:  
My beloved Mom and Dad,  
Sri Suyanti and Drs. Sudijono Notowijoyo,

My elder sister and her husband,  
Anita Sari Dewi, and Agus Jaelani,

My brother,  
Adhi Deva Wijaya

## **MOTTOS**

With Great Power, Comes Great Responsibility

(Spiderman 1)

Man Jadda Wa Jada ( Barangsiapa bersungguh-sungguh maka dia akan berhasil)

(NN)

Tuhan menaruhmu di tempatmu yang sekarang bukan karena kebetulan. Orang yang hebat tidak dihasilkan melalui kemudahan, kesenangan, dan kenyamanan.

Mereka dibentuk melalui kesukaran, tantangan, dan air mata.

(Dahlan Iskan “Menteri Negara BUMN”)

## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful. Alhamdulillah, all praises be to Allah for the strengths and His blessing for me in completing this thesis.

I would like to offer my sincerest gratitude to, my first consultant, Dr. Agus Widyanoro, M. Pd. for the help, guidance, correction, and the encouragement in the accomplishment of this thesis. Special appreciation also goes to my second consultant, Mrs. Lusi Nurhayati, M. App. Ling for the continuous supervision and support.

I would like to express my appreciation to the School principal of SD N 3 Karanganom, Klaten, Mr. Sumariyata, S. Pd., the English teacher Mrs. Anik Widyastuti, S. Pd., and the fourth grade students of SD N 3 Karanganom, Klaten for their participations in this research.

My deepest gratitude goes to my beloved mom Sri Suyanti and my beloved dad Sudijono Notowijoyo, my brother Adhi Deva Wijaya, and my sister Anita Sari Dewi for the their endless love, continous prays, support, helps, and encouragement.

Last but not least, this acknowledgement also goes to my best friends Gilar, Siti, Citra, Erni and also my friends in PBI Class H for our unforgettable moments during my study.

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**IMPROVING STUDENTS' ENGLISH ACHIEVEMENT THROUGH  
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KARANGANOM KLATEN IN THE FIRST SEMESTER OF THE  
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**Ayu Puspita Sari  
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**ABSTRACT**

This action research is aimed to improve students' English achievement by using mnemonic.

To achieve the objective, the researcher did collaborative work with other team members. The collaborative work involved the English teacher as the collaborator, the students of grade IV and the researcher herself. The main subjects of this study were the fourth grade students of SD N 3 Karanganyom Klaten who were in the first semester in the academic year of 2012/2013. This study, which lasted for two months, was carried out in two cycles. The data were obtained from the observation during the implementation of the actions, interview with the students and the collaborator, students' pre test and post test scores. The data were in the forms of interview transcripts, field notes, observation checklist and students' pre test and post test scores. The validity of the data was obtained through process validity, democratic validity and dialogic validity.

Based on the result of the research, the use of mnemonic in this study is believed to improve the students' English achievement. The students' problems in the cognitive, affective, and psychomotor aspects can be reduced by implementing mnemonic with accompanying actions during the teaching and learning process. Besides, implementing mnemonic with accompanying actions can also help the teacher to present the English materials easily. In reference to the students' pre-test and post test scores, the students' English achievement improved after the implementation of mnemonic with accompanying actions. The students' mean score of the post test increase by 1.33333 from the mean score in the pre-test. According to the t-test, the score difference is at  $p < 0.05$ .

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

The English teaching to the students of elementary schools has been introduced as one of the local content subjects in the curriculum for basic education since 1994 in Indonesia. The English teaching in the early age focuses on introducing English as the first foreign language to the students. The main objective of teaching English in the early age is the students can achieve the level of performative competence. In this level, it is hoped that the students can read, write, listen, and speak by using symbols in the English teaching and learning.

Many elementary schools in Klaten put English into a school curriculum as a local content subject. One of them is SD N 3 Karanganom Klaten. This school is a public elementary school located in North Klaten subdistrict. The language instruction in the English class has not been done in bilingual yet. The English teacher was graduated from an English Education department of Widya Dharma University in Klaten. The majority of the students here come from villages. Most of their parents are laborers. They do not have English background in their family. All of them use Indonesian and Javanese language in their daily conversation either in the school or in the family.

The school uses a School-Based Curriculum. It is developed by the school through the teachers' group work meeting that is based on the school surroundings. English in this school is as a local content subject that is taught in



one meeting in every class in a week. The school provides English text books in every class. The English teacher teaches English by using the English text book without other supplementary materials. The teaching method is still done conventionally where the teacher is the one and only learning source for the students and the students' activities only listen to the teacher's explanation while taking notes. It makes the students passive. Besides, the materials presentation during the teaching and learning process is still not supported by any media such as: LCD, projector, pictures, flashcards, games, and songs. Although the teacher teaches English in bilingual languages, the materials presentation during the teaching and learning process is done in Indonesian more than English.

Based on the observation of the researcher on February 21, 22, and 23 2012, the researcher found some problems in the teaching and learning process in this school that affect the students' English achievement. During the observation, the researcher found that the English teaching technique in this school was still conventional because the teacher was the one and only learning source for the students and the activities are the students only listen to the teacher's explanation while taking notes that made the students passive. The researcher also found that the students were not interested in the materials given by the teacher and the students were not motivated during the teaching and learning process. The researcher also found that most of students could not understand the English subject even memorize the materials especially the large number of vocabulary that were taught during the fourth grade of the elementary school. Besides, the researcher also found that the students could not understand the concept of

making simple sentences related to the English tenses that were also taught during the fourth grade of the elementary school, especially when their teacher asked them to make sentences that were related to Daily Activities and Hobbies in the class. Besides, the students did not do appropriate actions based on the teacher's instructions and did not respond to the teacher's instruction by answering the teacher's questions during the teaching and learning processes.

From these reasons, the researcher was interested to conduct a study to solve the problems. The researcher applied an action, in this case a teaching technique that is appropriate to improve the students' English achievement in the teaching and learning process in grade IV of SD N 3 Karanganom Klaten.

### **B. Identification of the Problem**

To identify the problems, the researcher did several activities, such as having discussions with the headmistress, the class teacher, and the English teacher, interviewing the students and observing their activities in the class. From these activities, the researcher found some information about the problems that might cause the students' English achievement. Focusing on grade four, the researcher identified the existing problems and classified them into five groups; namely the English teacher, the teaching method, the students, the materials, and the media.

The first problem was related to the English teacher. The English teacher did not have any experience in English for Children knowledge background. Because of the teacher's limited knowledge about teaching English to children, she rarely made or designed interesting activities. She rarely applied media

available in the classroom whereas it was possible for her to use them. She tended to teach in front of the class so that students on the back row sometimes did not either pay attention or listen to her. The teacher used a textbook, the only material; she did not develop her own materials from other resources. The teacher applied the same teaching techniques for different topics and language skills like filling in the blanks, and completing the written tasks.

The second problem was related to the teaching technique. The English teaching technique was not creatively applied to this class. The teaching technique was conducted the same with the last meetings for different topics and language skills. Besides, the English teaching technique in this class was still traditional. It was based on the technique of asking the students to copy the vocabularies and the meaning written in the blackboard without giving additional vocabularies. This technique made the students lack vocabulary mastery. It was also based on the technique of asking the students to copy the examples of simple sentences in the blackboard. This technique made the students tend to copy similar examples provided when there were English activities of making simple sentences individually or in groups.

The third problem was related to the students. Some students could not memorize the large number of vocabulary, and could not understand the concept of making simple sentences. Some students were eager to learn English but some other students were not. The students often felt bored easily during the teaching and learning process. It was because the students thought that the English teaching and learning in their class were not interesting. The researcher also found that the

students did not give their attention to the teacher's explanations during the teaching and learning process. In addition, most of the students did not do appropriate actions based on the teacher's instructions and did not respond to the teacher's instruction during the teaching and learning process.

The fourth problem was related to the materials. The materials were taken from an English textbook; the only material in this class. The materials were not developed from other English resources such as internet, and other relevant books. The materials were not designed in interesting topics so that those made the students not enthusiastic to participate actively in the teaching and learning processes.

The last problem was related to the media. The media to facilitate and support the English teaching and learning process, such as: dictionaries, English stories, pictures, and flashcards were not complete. Besides, the media like English stories and pictures were dirty and were been torn so that these media could not be used for the English teaching and learning process.

### **C. Limitation of the Problem**

Based on the identification of the problem, there are five problems that influence the students' English achievement. The problems are related to the English teacher, the teaching technique, the students, the materials and the media. It is impossible for the researcher to conduct the study on those five problems. Therefore, the researcher limits the study on the teaching technique. This problem is a strategic problem that gives contribution to the improvement of students' achievement in the teaching and learning process.



To solve the problem, the researcher had discussions with the teacher about the solutions that are appropriate to be implemented in the fourth grade of the elementary school. During the discussions, the researcher suggested some techniques, especially mnemonic and explain them to the teacher. After the discussions and the teacher's considerations, the researcher and the teacher agreed to implement mnemonic in this classroom action research because of three reasons. First, the researcher thinks that presenting English materials by using mnemonic can help the students memorizing the large number of vocabularies and understanding the concept of making simple sentences and also applying the concept into simple sentences during the teaching and learning. Second, mnemonic can build the students' motivation and interest to learn English. Third, the researcher has the assumption that the use of mnemonic can help the students do appropriate actions based on the teacher's instruction and respond to the teacher's instruction by answering the teacher's questions during the teaching and learning process. These may be good answers for the problem raised in this study.

#### **D. Formulation of the Problem**

Based on the background, identification, and limitation of the problem, the problem can be formulated as "How can mnemonic be used to improve the students' English achievement?" The study concerns with the application of mnemonic in the English teaching and learning process.

**E. Objective of the Study**

Related to the formulation of the problem, the objective of this study is to improve the students' English achievement of the 4<sup>th</sup> grade at SD N 3 Karanganom Klaten.

**F. Significance of the Study**

This research is expected to give contributions to the following parties. They are the academic society, the teachers and the students. For the academic society, this research gives more information about mnemonic. As this research discusses the way to improve students' English achievement through mnemonic, it is expected to give contribution as a valuable source of reference to the language teaching and learning process. For the English teachers, they can use mnemonic to improve the English achievement of their students. For the students, mnemonic will give many advantages for them, because they will enjoy the lesson during the teaching and learning process. Besides, they will be motivated to improve their achievement through mnemonic.

## **CHAPTER II**

### **LITERATURE REVIEW, RELEVANT STUDIES, AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

This study is aimed at finding out that using mnemonic can improve the students' English achievement of the fourth grade of elementary school. To support the understanding of the problem formulated in Chapter I, some theories are reviewed that are related to English learning achievement, the concepts of mnemonic, teaching and learning a foreign language to young learners, teaching knowledge skills for young learners and assessment. Once those theories have been reviewed, a conceptual framework is drawn for this study.

#### **1. English Learning Achievement**

There is an objective in the teaching learning process that must be accomplished by the teacher and / or the students. If the objective is successfully obtained or accomplished, the teaching and learning process then will be considered successful. The accomplishment can be seen from the learning achievement. It is the result of the students' learning.

##### **a. Definitions of Learning Achievement**

Achievement is a realization of potential abilities of a person (Sukmadinata, 2005:102). The mastery of an achievement of a person can be seen from the behaviors, both the behaviors in a form of knowledge masteries or cognitive skills, affective skills, and motoric skills. An achievement is an

expression of learning results as the effect of the students' experiences and learning processes (Syah, 2005: 150). Students' achievement is not just knowledge mastery, but also talent and skills in seeing, analyzing, and solving problems; so that the activity and the result of the learning process get an assessment (Gestalt in Sukmadinata, 2005: 179). The assessment is done in written, oral and also from the students' attitude. The expression of the behavior changes in the all domains, especially the affective domain of the students that is very difficult (Syah, 2005: 150). It is because there are the achievement changes that intangible. So that, the solution to solve the problem is by taking record of the changes of the students' behaviors that reflects the changes that happen as the result of the students' achievement in cognitive, affective, and psychomotor domains. The main key to get the measurement and the data of the students' achievement is by knowing the indicators and assessment that relates to the students' achievement.

From these theories, it can be concluded that students' achievement includes cognitive, affective, and psychomotor domains. Because there are some intangible achievement changes that are difficult to measure by the teacher, the teacher must take records of changes of the students' behaviors based on the indicators and also do assessment that relates to the students' achievement. So that, the students' achievement can be measured.

## **b. Domains of Students' English Achievement**

### **1) Domains of Students' English Achievement**

There are three domains of learning achievement (Syah, 2005: 151). They are cognitive, affective, and psychomotor domain. There are three learning domains in his taxonomy; cognitive, affective, and psychomotor domain (Bloom in Syah, 2005: 152). The success of learning achievement is indicated by the changes in three learning domains (Syah, 2005: 150). They are the changes of cognitive domain, affective domain, and psychomotor domain. It is difficult to express the affective domain, because the achievement in affective domain is intangible (Syah, 2005: 150). To know the data and measurement of the students' achievement, it needs indicators about the guidance of indicating certain achievement. Barlow ( in Syah, 2005: 151-152) arranges tables about kinds of students' achievement supported by the indicators in each domain that based on many sources to make the instrument easy to do and also reliable and valid.

#### **a) Cognitive domain (intellectual capability: knowledge or "think")**

The most important of the students' learning domain is cognitive domain (Syah, 2005: 83). It is because the cognitive domain is the source and also a controller of the other domains. They are affective and psychomotor domains. There are two kinds of cognitive skill that must be developed by the teacher as soon as possible. They are the learning strategy in understanding the content of the school subject's materials, and a strategy in believing the important meaning of the content of the subject's materials and the application and also absorb the moral values in those school subject's materials (Syah, 2005: 85). Barlow ( in

Syah, 2005: 151-152) arranges tables about kinds of students' achievement supported by the indicators in the cognitive domain. The table can be seen below.

**Table 1: The Cognitive Domains and the Indicators**

<b>Category</b>	<b>Indicators (Example and Key Words (verbs))</b>
<b>Knowledge</b>	<p><b>Examples:</b> Quoting prices from memory to a customer, and knowing the safety rules.</p> <p><b>Key Words:</b> defining, describing, identifying, knowing, labelling, listing, matching, outlining, recognizing, and selecting.</p>
<b>Comprehension</b>	<p><b>Examples:</b> Rewriting the principles of test writing, and translating an equation into a computer spreadsheet.</p> <p><b>Key Words:</b> comprehending, distinguishing, estimating, explaining, giving examples, inferring, interpreting, paraphrasing, predicting, rewriting, summarizing, and translating.</p>
<b>Application</b>	<p><b>Examples:</b> Using a manual to calculate an employee's vacation time, and applying laws of statistics to evaluate the reliability of a written test.</p> <p><b>Key Words:</b> applying, changing, computing, constructing, demonstrating, discovering, manipulating, modifying, operating, predicting, preparing, producing, showing, solving, and using.</p>
<b>Analysis</b>	<p><b>Examples:</b> Troubleshooting a piece of equipment by using logical deduction, recognizing logical fallacies in reasoning, gathering information from a department, and selecting the required tasks for training.</p>

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	<b>Key Words:</b> analyzing, comparing, differentiating, discriminating, distinguishing, identifying, illustrating, inferring, outlining, selecting, and separating.
<b>Synthesis</b>	<b>Examples:</b> Writing a company operations or process manual, and designing a machine to perform a specific task. <b>Key Words:</b> categorizing, combining, composing, creating, designing, explaining, modifying, organizing, planning, rearranging, reorganizing, revising, rewriting, summarizing, and writing.
<b>Evaluation</b>	<b>Examples:</b> Selecting the most effective solution, and hiring the most qualified candidate. <b>Key Words:</b> Comparing, concluding, criticizing, describing, discriminating, evaluating, explaining, interpreting, justifying, summarizing, and supporting.

## b) Affective domain (feelings, emotions and behavior: attitude, or “feel”)

The success of achieving affective domain is affected by cognitive domain (Syah, 2005: 86). When a religious teacher teaches about the moral values in a religion, the students will have religious mental attitudes to do anything based on their religion guidance. For example: when a student is invited to consume drugs by his friend, he or she will refuse it. Barlow ( in Syah, 2005: 151-152) arranges a table about kinds of students’ achievement supported by the indicators in the affective domain. The tables can be seen in the following.

**Table 2: The Affective Domain and the Indicators**

<b>Category</b>	<b>Indicators (Example and Key Words (verbs))</b>
<b>Receiving Phenomena</b>	<p><b>Examples:</b> Listening to others with respect, and listening for and remembering the name of newly introduced people.</p> <p><b>Key Words:</b> asking, choosing, describing, following, giving, holding, identifying, pointing to, selecting, sitting, replying, and using.</p>
<b>Responding to Phenomena</b>	<p><b>Examples:</b> Participating in class discussions, giving a presentation, and knowing the safety rules and practicing them.</p> <p><b>Key Words:</b> answering, discussing, greeting, helping, labelling, performing, practicing, presenting, reading, reporting, selecting, telling, and writing.</p>
<b>Valuing</b>	<p><b>Examples:</b> Demonstrating belief in the democratic process, showing the ability to solve problems, and proposing a plan to social improvement.</p> <p><b>Key Words:</b> completing, demonstrating, differentiating, explaining, following, initiating, inviting, joining, reading, reporting, selecting, sharing, studying, and working.</p>
<b>Organization</b>	<p><b>Examples:</b> Recognizing the need for balance between freedom and responsible behavior, accepting responsibility for one's behavior, and explaining the role of systematic planning in solving problems, and creating a life plan in harmony with abilities, interests, and beliefs.</p> <p><b>Key Words:</b> arranging, combining, comparing, completing, explaining, formulating, generalizing, integrating, modifying, ordering, and synthesizing.</p>

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<b>Internalizing values</b>	<p><b>Examples:</b> Showing self-reliance when working independently, cooperating in group activities, using an objective approach in problem solving, and valuing people for what they are, not how they look.</p> <p><b>Key Words:</b> acting, discriminating, influencing, modifying, performing, practicing, proposing, qualifying, revising, and solving.</p>
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c) Psychomotor domain (manual and physical skills: skills, or “do”)

Achieving psychomotor domain is also affected by the cognitive domain (Syah, 2005: 6). Besides, the psychomotor domain is also not separated from the affective domain. So that, psychomotor domain is a manifestation of knowledge, consciousness and mental attitudes. For example: in a religion learning of course the students will be diligent in praying, and fasting. They will also offering helps for anybody that needs helps (psychomotor). It is because the students feel that offering helps for anybody who need helps is faithful activities (affective). The feeling of the faithful activities is derived from a deep understanding in learning religion from their teacher (cognitive). Barlow ( in Syah, 2005: 151-152) arranges tables about kinds of students' achievement supported by the indicators in the psychomotor domain. The table can be seen below.

**Table 3: The Psychomotor Domain and the Indicators**

<b>Category</b>	<b>Indicators (Example and Key Words (verbs))</b>
<b>Perception</b>	<p><b>Examples:</b> Estimating where a ball will land after it is thrown and then moving to the correct location to catch the ball, and adjusting heat of stove to correct temperature by smelling and tasting of food. <b>Key Words:</b> choosing, describing, detecting, differentiating, distinguishing, identifying, and selecting.</p>
<b>Set</b>	<p><b>Examples:</b> Knowing and acting upon a sequence of steps in a manufacturing process, and showing desire to learn a new process.</p> <p><b>Key Words:</b> beginning, displaying, explaining, moving, proceeding, reacting, showing, and stating.</p>
<b>Guided Response</b>	<p><b>Examples:</b> Following instructions to build a model, and responding hand-signals of instructor while learning to operate a forklift.</p> <p><b>Key Words:</b> copying, following, reacting, and responding</p>
<b>Mechanism</b>	<p><b>Examples:</b> Using a personal computer, and driving a car.</p> <p><b>Key Words:</b> fastening, fixing, heating, manipulating, measuring, mixing, and organizing</p>
<b>Complex Overt Response:</b>	<p><b>Examples:</b> Operating a computer quickly and accurately and displaying competence while playing the piano.</p> <p><b>Key Words:</b> building, constructing, displaying, fastening, fixing, heating, manipulating, measuring, mixing, organizing, and sketching.</p>

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<b>Adaptation</b>	<p><b>Examples:</b> Responding effectively to unexpected experiences, and modifying instruction to meet the needs of the learners.</p> <p><b>Key Words:</b> adapting, changing, rearranging, reorganizing, and revising.</p>
<b>Origination</b>	<p><b>Examples:</b> Constructing a new theory, developing a new and comprehensive training programming, and creating a new gymnastic routine.</p> <p><b>Key Words:</b> arranging, building, combining, composing, constructing, creating, designing, initiating, and making.</p>

### c. Factors influencing English Learning Achievement

There are many factors that influence students' learning achievement. They can be classified into two groups. The first groups are internal factors which comes from inside the students and external factors which are based on the outside of the students.

#### 1) Internal factors

Internal factors are factors that come from inside the students (Syah, 2005: 132). They are the students' physical and psychological conditions. The students' internal factors are the students' conditions in physical aspects and psychological aspects (Sukmadinata, 2005: 162). There are two aspects in internal factors of students' learning achievement (Syah, 2005: 132). They are physical aspects and psychological aspects.

a) Physical aspects

A healthy fresh and strong physical conditions are beneficial in students' achievement (Suryosubroto, 1988: 107). Besides, A common physical and tonus condition that signs the height of hinges and body organs can influence the spirit and intencity of the students (Syah, 2005: 132). A weak condition of the students' body and also students' headache can decrease cognitive aspect qualities. So that, the materials that they learn can decrease or even can not leave an imprint. The students that have bad physical condition, for example: having tired, having ill, and having toothache can make the students not concentrate in learning processes and they find difficult of understanding the materials school's subject in their class (Sukmadinata, 2005: 161). To make the physical body be fit, the students should consume healthy foods and drinks. Besides, the students should have balance physical exrcise or sports and rests continually.

b) Psychological aspects

Psychological aspects are also important in influencing the students' learning achievement (Sukmadinata, 2005: 162). Psychological aspects relate to healthy physical conditions, intelectual abilities, social, psychomotor, affective condition, and also conative conditions from the students. To reach the students' learning achievement, the students need not only physical aspects but also psychological apsects.

The psychological aspects have different factors and the factors have been differently classified by different scholars. Below nineteen factors influencing the students' learning achievement are presented. They are; intelligences, talent,

interest, motivation, attitude, willingness, memory, attention, ages, learning materials, learning method, maturity, exhaustion, gender, learning style, skills, forgetfulness, having difficulties in learning, and having boredom in learning.

#### (1) Intelligence

Intelligence is a psychological ability in solving problems quickly and accurately (Suryobroto, 1988: 110). The function of the intelligence is that it cause the students' learning quickly succeeds the students that have a high intelligence will be more successful in reach the learning achievement than other students. The students' intelligence (IQ) is the most important factor that influences the students' learning achievement (Syah, 2005: 134). On the other hand, the lower students' intelligence, the lower students' learning achievement. sometimes, there is gifted or talented student and dissabilities students among the students with normal intelligence. The wise way to solve this problem is by moving the gifted or talented students and the dissabilities students in a specific education course. Unfortunately, the specific education course in indonesia is still only existed in big towns.

In relation with a language class that students' intelligence had no unitary character, it manifested itself in many different ways in different students (Gardner in Pinter 2006: 14). For example, other students can get embarrassed if they are asked to join singing and dancing activities but they can enjoy writing and drawing activities based on the story. From this reason, he refers to these multiple intelligences as "frames of mind". The types of intelligences are

linguistic, logico-mathematical, musical, spatial, bodily-kinaesthetic, interpersonal, intrapersonal, and naturalist.

a. Linguistic intelligence

Linguistic is an intelligence that relates to the sound, rhythm, and meaning of words and the different functions of language (Gardner in Pinter 2006: 14). This intelligence involves the mastery of language and tendency to think in words and the students are highly skilled listeners (Nolen in Mohammadi, Abidin, and Ahmad, 2012: 678). The students that have linguistic intelligence are better memorizers of information and they enjoy storytelling and jokes. The students' linguistic intelligences enable them to concentrate on grammar and vocabulary. The teacher can give tasks on writing, reading, and presenting oral reports about various aspects of the students' lives.

b. Logico-mathematical intelligence

Logico-mathematical is an intelligence that relates to sensitivity to and capacity to detect logical and numerical patterns and also relates to the ability to handle long chains of logical reasoning (Gardner in Pinter 2006: 14). This intelligence consists of the ability to detect patterns, reason deductively, and think logically (Nolen in Mohammadi, Abidin, and Ahmad, 2012: 678). This intelligence often shows about children who are greatly gifted in calculations.

c. Musical intelligence

Musical is an intelligence that relates to the ability to produce or appreciate pitch, rhythm, or melody and aesthetic-sounding tones, and ability to understand of the forms of musical expressiveness (Gardner in Pinter 2006: 14). Students that

have high musical intelligence can use sound to fullest extent (Nolen in Mohammadi, Abidin, and Ahmad, 2012: 678). The students can understand well the pitch, rhythm, and timbre of music and they can convey their emotions through them. The students with musical intelligence are usually able to read music, critique performances and use musical-critical categories. They are usually able to read music, critique performances and use musical-critical categories.

d. Spatial/ visual intelligence

Spatial is an intelligence that relates to the ability to perceive the visual/spatial word accurately, to perform transformations on those perceptions, and to recreate aspects of visual experience in the absence of relevant stimuli (Gardner in Pinter 2006: 14). Students that have this intelligence would enable to manipulate and create mental images in order to solve the problems (Nolen in Mohammadi, Abidin, and Ahmad, 2012: 678). The students can perceive the visual world accurately. The teacher should consider using pictures or photographs, films, diagram, and other visuals.

e. Bodily-kinaesthetic intelligence

Bodily-kinaesthetic is an intelligence that relates to the ability to use the body skillfully for expressive as well as goal oriented purposes, and ability to handle objects skillfully (Gardner in Pinter 2006: 14). The students with this intelligent can be easily observed by the teacher because they use their body in very expressive and skillful ways for a distinct purpose (Nolen in Mohammadi, Abidin, and Ahmad, 2012: 678). The students with this intelligence can understand the world through their own body. Besides the students can act

gracefully and apprehend the actions of other people or objects directly. They are good in performing arts with the ability to capture emotions through their body movements. Learning tools should be used by the teacher to accommodate the students' with this intelligence.

f. Interpersonal intelligence

Interpersonal is an intelligence that relates to the ability to detect and respond appropriately to the moods, temperaments, motivations, and intentions of others (Gardner in Pinter 2006: 14). The interpersonal intelligence is the ability to understand, perceive, and discriminate the moods, feelings, motives, and intelligences of others (Nolen in Mohammadi, Abidin, and Ahmad, 2012: 678). People that have this intelligence are: teacher, politicians, religious leaders, salesman, skilled parents, therapist or counselor. Observation and the experience are the most suitable tools to improve this intelligence.

g. Intrapersonal intelligence

Intrapersonal is an intelligence that relates to the ability to discriminate complex inner feelings and to use them to guide one's own behaviour, knowledge of one's own strengths, weaknesses, desires, and intelligences (Gardner in Pinter 2006: 14). The students with this intelligence are often imaginative, original, patient, disciplined, motivated and have great deal of self-respect (Nolen in Mohammadi, Abidin, and Ahmad, 2012: 678). At class, they need as much praise as they can get. Its development depends on how the learner wishes to use it. The teacher must think about imagination exercises that could reveal their inner



thoughts, reflections, and feelings. Long-term projects could also be useful to strengthen their abilities to be patient and follow procedure.

#### h. Naturalist intelligence

Naturalist is an intelligence that relates to the ability to recognize and classify varieties of animals, minerals, and plants (Gardner in Pinter 2006: 14). The students with this ability have the same characteristic with the personal intelligence that these intelligences could be benefit from observation and experience (Nolen in Mohammadi, Abidin, and Ahmad, 2012: 678). It involves the ability to understand the nature's symbols and to respect the delicate of nature. The students with this intelligence are beneficial a lot when they have learning outdoor activities like: observing nature, labelling, and mounting specimen, noticing changes in the environment, sorting articles for nature, nature hike or field trips or caring for pets. The students with this intelligence are very comfortable with hands-on activities that involve natural objects.

#### (2) Talent

Talent or aptitude is a specific potential ability. It means that the students have specific abilities in certain school subject for example: there is a student who is more talented in English than others, and another student is more talented in mastering science than history school subject at class (Sukmadinata, 2005: 101). Because of the students' talent is specific, it can not be learned because a talent is inborn (Syah, 2005: 136). The students' talent can influence the lowness or height of the student's certain academic achievement. It is not a wise action if the students' parents force their children' right to take their them in a certain

department without knowing their children's specific talents. It is because this forcement can cause bad effect to the students' academic performances and their learning achievement.

### (3) Interest

An interest is a tendency and a high desire of something (Syah, 2005: 136). An interest can influence the students' learning achievement in a certain school subject for example: a student that gives a high interest in mathematics will focus his/ her attention to this school subject more than other school subjects. Then, because of that intensive attention focus of that school subject, it causes the students learn more dilligent that finally they can get their academic achievement that they want badly. There is an interest which appear by itself or a spontaneous interest and also there is an interest which appears because of it is supported by effort or it is rised deliberately for example: there is a student that is not interested in drawing activities (Suryosubroto, 1988: 109). The teacher that can creatively rise that student's interest, it can make that student be interested in drawing activities.

### (4) Motivation

The basic definition of students' motivation is a condition of internal organism, both humans and animals that urges them to do something (Syah, 2005: 136). Motivation is a physical condition of a person that urges him/ her to do an action for reaching a purpose (Mustaqim, 2004: 77). Young learners still need motivations as an activator of their actions (Suryosubroto, 1988: 108). For young learners who have had many knowledges and experiences, do not need motivation

anymore because they have realize the importance and also the needs in doing actions.

#### (5) Students' attitudes

An attitude is an internal indication that has affective dimension that is a tendency to react and to respon with the constant ways to humans, objects, and so on both psitively and negatively (Syah, 2005: 135; Sukmadinata, 2005: 120). The positive attitudes of the students to the teacher and the teacher's school subject is a good beginning for the students' learning process at class. So that, the teacher must show his/ her good attitudes for his/ herself and also for his/ her school subject. Besides, in the point of having positive attitudes for his/ her school subject, the teacher is advised to respect and love his/ her job and also ensure the students about the advantages of his/ her school subject for the students' real life. By ensuring the the advantages, the students then feel that they need to learn that school subject and it is hoped that they will give positive attitudes to the school subject and to the teacher.

#### (6) Willingness

A students' willingness is affect a lot his/ her attitudes that has a skill. If they do not want to study, they can not improve their learning achievement (Suryosubroto, 1988: 99); Sukmadinata, 2005: 127). Besides, there is a relationship between willingness and interest. It is because the students' interest can guide the students' willingness. Willingness also is affected by physiology and psychology of the students.

### (7) Memory

A memory is important for the students' learning achievement. It is because memory can cause the students' intelligences, and students' skills grow. The students that have weak memories will be difficult to improve their learning achievement. On the other hand, the students that have strong memories will make their learning achievement be constant or even improved (Suryosubroto, 1988: 111; Sukmadinata, 2005: 130).

### (8) Attention

An attention is the giving of soul effort that is aimed at an object. If the students' attention is big in an object, they can recognize and know the object perfectly. On the other hand, if the students do not have attention to the object, they can not recognize and know the object or they can know the object but not carefully. An attention has a tight relationship with an interest. If there is an interest, there is an attention (Suryosubroto, 1988: 109-110; Sukmadinata, 2005: 138).

### (9) Ages

The older ages, the better learning of the students. So that it can influence the students' learning achievement better (Suryosubroto, 1988: 99; Sukmadinata, 2005: 143).

### (10) Learning materials

There are some learning materials that are difficult to understand by the students. On the other hand, there are some learning materials that are easy to

understand by the students. So that, it can influence difference learning achievement of the students (Suryosubroto, 1988: 99; Sukmadinata, 2005: 149).

#### (11) Learning method

Learning method can be done in whole method where the the study begins firstly in a whole then in parts. On the other hand, the learning method can be done in part method where the study begins firstly in parts then in a whole Suryosubroto (1988: 100; Sukmadinata, 2005: 169).

#### (12) Maturity

There is a tight relationship between maturity and students' learning achievement. It is for example: a child has not been able to learn everything difficult because his or her brain growth has still been not mature to learn that difficult thing (Suryosubroto, 1988: 100; Sukmadinata, 2005: 171).

#### (13) Exhaustion

Exhaustion is caused by the lack of nutritions in students' body (Mustaqim, 2001: 70). In fact, nutritions for body is important to keep the body healthy so that it can have big effects in the student' learning achievement. The students that have bad physical conditions, for example: having tired, having ill, and having toothache can make the students not concentrate in learning processes and they feel difficult or understanding the materials school's subject in their class (Rumini et.al., 1993: 61). So that, the students can not improve their achievement.

#### (14) Gender

Although boys and girls have different in physical growth, emotional, intellectual, but in fact there is no evidences related to those. Academic

achievement of the student can not be explained through biologic differences. The social and cultural are the main reasons that cause the different gender in the students' academic achievement (Sukmadinata, 2005: 188; Galagher (in Sugihartono et. al., 2007: 37).

#### (15) Learning styles

The different cognitive, affective, and psychomotor between the students influence their learning choices that appear in their learning style in achieving their learning achievement (Sugihartono, 2007: 53). There are four learning styles of the students (Felder and Solomon in Sugihartono, 2007: 55-56). They are: active and reflective learners that tends to keep and understand the information actively, sensing and intuitive learners that tends to like facts and solving problems, visual and verbal learners that tends to have good memories about what they see such as pictures, diagram, and film and they can feel easier in memorizing words both written and oral explanation, and sequential and global learners that tends to keep information randomly without know the relationship but they can find the relationship.

#### (16) Skills

Every student has difference skills than other students (Suryosubroto, 1988: 111). The students' learning achievement is affected by their difference skills (Sukmadinata, 2005: 163). The examples of skills are: reading skills, having discussions, having skills in problem solving, and having skills in finishing school's assignments.

### (17) Forgetfulness

Forgetfulness is the loss of skills in recall again of everything that have been learned (Syah, 2005: 158). Forgetfulness is caused by the changes of the students' attitudes and interest (Syah, 2005: 159). It is because the changes for example: the students do not like their teacher can make the school subject being easy forgotten so that it can influence the students' learning achievement. Forgetfulness can be caused by a weak memory (Syah 2005: 160). The students that have weak memories are difficult to improve their learning achievement (Suryosubroto, 1988: 99).

### (18) Having difficulties in learning

Having difficulties in learning seems clear from the decreasing of the students' academic achievement. The difficulties in learning of the students can be caused by factors such as the lowness of the students' intelligences, there is a problem in a family, and the bad condition of the school building. There are ways to solve the students' difficulties in learning such as the teacher can do class observation, and the teacher can have an interview with the students' parents (Syah, 2005: 173; Sukmadinata, 2005: 166)

### (19) Boredom

A boredom is a dense or a full condition in the brain so that the brain can not be able to keep the information anymore. Students that are in a boring condition can make their brain system can not work as usual so that the improvement of their learning seems not grow. This boredom can be experienced by the students

that lose their motivation in one of certain skill level before go to the next skill level (Sukmadinata, 2005: 192; Syah, 2005: 165).

a) External factors

External factors are factors that come from outside the students (Syah, 2005: 132). There are two external factors that influence the students' learning achievement. They are: social environment and non social environment (Sukmadinata, 2005: 163; Syah, 2005: 137; Suryosubroto, 1988: 107). The two external factors that influence the students' learning achievement are presented below.

(1) Social environment of the students

The social environments of the students are: the students' social environments at school, the students' social environments at society, and the students' social environments at home (Syah, 2005: 137). The students' social environments at school such as teachers, administration staff, and the students' classmates can influence the students' learning motivation. The teacher should give models of good attitudes for example; being diligent in reading and having discussion. So that, it can give positive effects for the students in their learning activities (Syah, 2005: 137; Suryosubroto, 1988: 107).

The students' social environments at society are; the students' neighbors and the students' playing friends (Syah, 2005: 137). The examples of conditions of the students' neighbors that are dirty and always lacking and also jobless children can influence the students' learning activities. At least the students will feel difficult when looking for friends for discussion or borrow certain learning tools that



accidentally they have not had the tools yet (Syah, 2005: 137; Sukmadinata, 2005: 165).

The students' social environments at home are the students' parents and the students' family (Syah, 2005: 138). The parents' behaviors of the students, family management, family tension, and the family demografy can give good and bad effect for the students' learning activities and the achievement that the students reach. This statement is supported by Sukmadinata's argument for example: the parents' habbit of the students that wrong in family managing practice like the carelessly of the parents in monitorng the students' activities can cause the students not to learn and also tend to do deviation actions (Syah, 2005: 138; Sukmadinata, 2005: 163).

#### 1) Non social environment of the students

Non social environments have important roles in reaching the students' learning achievement (Suryosubroto, 1988: 107). There are two non social environments. They are physical and psychological aspects. The physical aspects of the non social environments are school building, class, equipment, laboratory, and learning tools. The psychological aspects the non social environments are; conditions of pedagogic, calm, happy, and comfortable (Suryosubroto, 1988: 107; Syah, 2005: 138).

From these theories, it can be concluded that there are many factors that influence the students' learning achievement. They can be classified into two groups. The first groups are internal factors and external factors. The factors in the internal factors are clasified into two aspects: physical aspects that comesfrom

the healthy fresh and strong physical conditions of the students and psychological aspects that come from the healthy physical conditions, intellectual abilities, social, psychomotor, affective condition, and also conative conditions from the students. The physical aspects contain of common physical and tonus condition. The psychological aspects contains of intelligences, talent, interest, motivation, attitude, willingness, memory, attention, ages, learning materials, learning method, maturity, exhaustion, gender, learning style, skills, forgetful in learning, having difficulties in learning, and having boredom in learning. The factors in the external factors are classified into two aspects: socio and non-socio environments of the students. Socio environments come from the students' social environments at school, the students' social environments at society, and the students' social environments at home. Non-socio environments come from physical and psychological environment. The socio environments contain of the students' social environments at school, the students' social environments at society, and the students' social environments at home. The non-socio environments contain of physical and psychological environments.

## **2. Theory of Behaviorism**

### **a. Definition of Behaviorism Theory**

A learning is an event of the origin of the association of events namely stimulus and respond (Thorndike in Sugihartono, 2007: 91). Stimulus is a change of an external environment that becomes a sign to activate organisms to react or act. Respond is an arbitrary behavior that is raised because of the existence of stimulus. The existence of association between stimulus and respond is based on

the law of readiness, the law of exercise, and the law of effect (Thorndike in Sugihartono, 2007: 92). The explanation about the three laws can be seen below.

- 1) The law of readiness is that the more the organism gets the changes of behaviors, the more the implementation of the behaviors cause individual pride.
- 2) The law of exercise is that the more the behavior is practised, the more the association becomes stronger.
- 3) The law of effect: the relationship between stimulus and respond is strong if the effect is enjoyable and it is weak if the effect is not enjoyable.

Besides, learning is a classic conditioning where the original stimulus and neutral stimulus are made a pair with conditional stimulus many times until getting the desired reaction (Pavlov in Sugihartono, 2007: 94). A learning is also an effort to make behavior modification by giving praising to the good behavior and do not give any repayment to the bad behavior (Skinner in Sugihartono, 2007: 97). Learning is begun from the simplest thing then is continued into the complex thing (Gagne in Sugihartono, 2007: 100). Learning is also about copying other people behaviors in a surrounding environment (Bandura in Sugihartono, 2007: 101).

From these theories, it can be concluded that the theory of behaviorism is about a learning that is affected by stimulus and respond that can be done again and again to get the desired behavior. The learning can also be done by copying other people behavior and has principles of memory, attention, and motivation that can be seen in the social learning from television advertisement.

#### b. The Application of Behaviorism Theory in the Teaching and Learning Process

As the consequence of the theory, some teachers that used this paradigm will arrange the school subject materials in a ready form, so that the goal of the teaching and learning process can be presented in a whole by the teacher (Sugihartono, 2007:103). The school subject materials are arranged from simple to complex. The goal of this arrangement then is separated in small parts that are signed with the achievement of certain skills (Sugihartono, 2007:103). The learning process is oriented at the achievement that can be measured and observed (Sugihartono, 2007:103).

This behaviorism method is suitable to the skills that need practice and habit that contains the elements such as: speedy, spontaneity, reflection, and diffusion. The examples are: foreign conversation, typing, dancing, using a computer, swimming, and sports (Sugihartono, 2007:104).

### **3. Learning Strategies**

#### a. Definitions of Learning Strategies

A language learning strategy is an effort to develop linguistic and socio-linguistic competences in the target language (Oxford, 1990:1). Besides, learning strategies are defined as mental steps that are taken by the learners that they use to learn a new language to regulate their efforts to do and to enhance their own learning (Wenden in Sugeng, 2010: 60). This definition means that learning strategies include specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations (Oxford, 1990: 8).

From the theories above, it can be concluded that the learning strategies are strategies that are taken by the language learners, either consciously or subconsciously, in the process of achieving the goal of the second language learning process.

#### b. Types of Learning Strategies

There are two types of learning strategies. They are: direct and indirect strategies (Oxford, 1990: 14). The direct strategies are subdivided into three groups. They are: memory, cognitive, and compensation strategies. Then, the indirect strategies are subdivided into three groups. They are: metacognitive, affective, and social strategies.

##### 1) Direct strategies

Direct strategies are language learning strategies that directly involve the target language (Oxford, 1990: 37). The direct strategies are useful to the students. It is because they help store and recover information. These strategies can help the learners to produce language even when there is gap in knowledge. They also can help to understand and use the new language. Direct strategies consist of memory, cognitive, and compensation strategies.

##### a) Memory strategies

Memory strategies are strategies that concern the storage and retrieval of new language. Besides, memory strategies have principles such as making association, laying things out in order, and reviewing (Oxford, 1990: 41). These principles are used when a learner faces challenge of vocabulary learning (Chiya, 2003:33). They sometimes called as mnemonic that has been used for thousands of the year

(Oxford, 1990: 38). The words and phrases can be associated with visual images that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words and phrases with sound, motion or touch.

#### b) Cognitive strategies

Cognitive strategies are the mental processes that are associated with transforming, manipulating, and interacting with the target language. The target language is manipulated or transformed by repeating, analyzing or summarizing. There are four sets in this group. They are: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing can be achieved by repeating, working with sounds and writing, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. The adult learners commonly use analyzing and reasoning strategies that are used to understand the meaning and expression of the target language.

#### c) Compensation Strategies

Compensation strategies are strategies that are utilized by learners to balance inadequate knowledge needed for understanding and production of the target language (Oxford, 1990: 47). Learners usually use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. These strategies make up for the deficiency in grammar and vocabulary. Besides, these strategies are also used in production when grammatical knowledge is incomplete. When a learner does not know the

subjunctive form of verb, a different form may be used to convey the message that can be done by guessing based on partial knowledge of the target language. It is for example: when a learner recognizes the words grass, shovel, and mower in a conversation, it could be guessed that it is about gardening.

## 2) Indirect strategies

Indirect strategies are strategies that support and manage language learning without directly involving the target language (Oxford, 1990: 135). Indirect language learning strategies work together with the direct strategies. They help learner regulate the learning process. The indirect strategies are divided into three strategies. They are: metacognitive, affective, and social strategies.

### a) Metacognitive strategies

Metacognitive means beyond, or with the cognitive (Oxford, 1990: 136). Therefore, metacognitive strategies are strategies that go beyond purely cognitive devices which provides away for learners to coordinate their own learning process. This helps them to plan language learning in an efficient way. When new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning.

There are three sets of strategies belong to this group. They are: centering your learning, arranging and planning your learning, and evaluating your learning. The goal of centering learning is to give to the learner a focus so that the attention could be directed toward certain language activities or skills (Oxford, 1990: 138). Arranging and planning learning help learners to organize and plan so they may get maximum benefit from their energy and effort and these strategies touch many

areas (Oxford, 1990: 138-139). Evaluating learning helps learners to check their language performance, monitoring errors, and evaluation of progress (Oxford, 1990: 140).

#### b) Affective strategies

The term of affective refers to emotions, motivations, attitudes, and values (Oxford, 1990: 143). These strategies mean that strategies that learners employ to control emotions and attitudes about language learning. There are three sets of strategies in this group. They are: lowering your anxiety, encouraging yourself, and taking your emotional temperature. Good language learners control their attitudes and emotions about learning and understand that negative feelings retard learning. Teachers can help generate positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching affective strategies. Anxiety could be both helpful and harmful. It is felt that it is helpful for learners because it helps them obtain their optimum level of performance. On the other hand, anxiety often takes forms of worry, fear, self-doubt, frustration, and insecurity. The examples are that learners are afraid of performing when they are not prepared. Some learners then listen to their favorite music for a few minutes before practicing the target language to lower the anxiety.

#### c) Social strategies

Social strategies are the strategies that are characterized by facilitating engagement in the target language through interaction with other people. So that, social strategies are very important in learning a language because language is



used in communication and communication occurs between people (Oxford, 1990:146).

There are three sets of strategies that are included in this group. They are: asking questions, cooperating with others, and empathizing with others. Among the three, asking questions helps in conversation by generating response from the partner and shows interest and involvement (Oxford, 1990: 146-147). Cooperation with other people eliminates competition and can bring group spirit. Studies show that cooperative learning results in higher self-esteem, increased confidence, and rapid achievement. It is important to help learners change their attitudes from confrontation and competition to cooperation because sometimes competition brings a strong wish to perform better than others and the other hand the competition often results in anxiety and fear of failure (Oxford, 1990: 147). Empathy means that a person puts himself/ herself in someone else's situation to understand that person's condition (Oxford, 1990: 147). Learners can use the empathy to develop cultural understanding and to become aware of thoughts and feelings of other people (Oxford, 1990: 147).

#### **4. The Concepts of Mnemonic**

##### **a. Definitions of mnemonic**

The definitions about mnemonic or mnemonic strategy/ device have been differently classified by different scholars. A mnemonic is briefly defined as “aiding the memory” (Higbee, 1977: 73). The strategies for effective learning may be used along with mnemonic (Higbee, 1977: 95). A mnemonic is a specific strategy that is used as “mental linking tool” to take information items into

students' mind system (Syah, 2005: 161). A mnemonic is a strategy in memorizing and assimilating information (Joyce, Weil, and Calhoun, 2009: 33). The teacher can use the mnemonic to guide their presentation about delivering materials so that the students can easily absorb the information from those presentations. The teacher can also teach tricks that can be used by the students to improve information study and concept, both individually and groups. This model has been a lot of tested in various curriculum field and the students in all ages and all characteristics. Sometimes memorizing activities are seemed as boring activities because it needs continually repetitions, and it needs memorize unclear terminologies or ancient and unimportant information, it is seemed as mnemonic learning is just related to information in the lowest level. It is not fully true. It is because a mnemonic can be applicated to help the students in mastering interesting concepts so that this model can also be learned happily. Besides, A mnemonic can be very effective and can make the students motivated and the classroom more interesting (Georger in Amiryousefi, 2011:180).

From those reasons, it can be concluded that a mnemonic is a technique or a specific strategy that is used as “ mental linking tool” or as “memory aiding” in memorizing and assimilating information. The teacher can use the mnemonic to guide their presentation about delivering materials so that the students can easily absorb the information from those presentations. Mnemonic has been a lot of tested in various curriculum field and the students in all ages and all characteristics. Although sometimes memorizing activities are seemed as boring activities, it is not fully true. It is because a mnemonic can be applicated to help

the students in mastering interesting concepts so that mnemonic can also be learned happily.

b. Principles of mnemonic

There are five principles of using mnemonic (Higbee, 1977: 78). They are: meaningfulness, organization, association, visualization, and attention and interest.

1) Meaningfulness

Mnemonic can make material meaningful by using rhymes, patterns, and associations (Higbee, 1977: 78). The most powerful example is the phonetic system that gives meaning from the most abstract, meaningless, and kinds of material numbers. So that the phonetic system will be easier to learn.

2) Organization.

Mnemonic involves organizing material. The materials can be systematically recorded and retrieved by the mnemonic (Higbee, 1977: 78). An example of finding a library book shows the advantage of organization.

3) Association.

Association is a basic principle to all mnemonic (Higbee, 1977: 79). In associating items to each other, the link system is fits to this strategy. The loci, peg, and phonetic system are easily remembered material as filling system. The use of filling system is by associating the new material that is wanted to learn with the material that has been previously memorized.

#### 4) Visualization

Visualization plays a central role in the mnemonic (Higbee, 1977: 79). It is because the associations are made visually. Visualization is probably the most unusual aspect of mnemonic and is also probably the most misunderstood. Not all mnemonic involve visual imagery. For example, to associate the words “cats” and “rats” the teacher could either form a mental picture of cats eating rats as a visual mediator, or the teacher could form a sentence, “Cats like to eat rats” as a verbal mediator.

#### 5) Attention and interest.

Mnemonic forces the students to concentrate on the material to form pictures and associate them. They tend to be interesting (Higbee, 1977: 79). It is because they make the material meaningful and involve visual imagery.

From these theories, it can be concluded that there are five principles of using mnemonic. They are: meaningfulness, organization, association, visualization, and attention and interest. Meaningfulness here means that mnemonic can make materials meaningful by using rhymes, patterns, and associations. organization here means that mnemonic involves organizing materials. Association here means that it is a basic principle to all mnemonic and the filling system is the example of the association. Visualization here means that it gives a central role in the mnemonic because associations are made visually. Attention and interest here means that mnemonic makes the material meaningful and involves visual imagery that makes it interesting.

### c. Types of Mnemonic

Mnemonic have been classified differently by different scholars. Below seven types of mnemonic are presented. They are: rhyme, acrostics, acronym, peg word system, method of loci, key word system, elaborations, spatial grouping, finger method, pictures, visualization or imagery, grouping or semantic organization, story-telling or the narrative chain, physical response method, and physical sensation method.

#### 1) Peg word method

A peg word method is a remembering number method by changing it into certain shaping objects that are similar with that numbers (Warseno and Kumorojati, 2011: 166). The examples are: if the number is zero, the peg is a ball; if the number is one, the peg is a pencil; and if the number is three, the peg is a love leaf.

A peg word method is a method that relating unrelated items to be easily memorizable items which can act as pegs or hooks (Thompson in Amiryousefi, 2011:179). There are examples of pegword method. They are: one is bun or john, two is shoe, and three is tree.

#### 2) The key word method

The keyword method/ system is a system like words lists that contains of the items: foreign language words, keywords that at least the words in foreign language and in mother tongue language has the same sounds either in the first syllable or the last syllable, and the meaning words from the foreign language words (Syah, 2005: 162).

There are examples of keyword such as to remember the name of “Darwin”, the students can use a keyword of “dark wind” by adding visual drawing of the wind that has black color; and to remember the name of “Maryland”, the students can use a keyword “Marriage and a land” by adding visual drawing of marriage and a land (Loorayne and Lukas in Joyce, Weil, and Calhoun, 2009: 238). Although key word method seems difficult, many studies have showed that this method can make learn the foreign language easy (Atkinson in Atkinson, Atkinson, and Hilgard, 1993: 370).

### 3) The loci method

A method of loci is a mnemonic device that uses certain places and are well-known as means of certain words and technical term placement that must be remembered by the students (Syah, 2005: 162). A loci method is the oldest mnemonic (Thompson in Amiryousefi, 2011:179). Method of loci is an effective and fun method of remembering things that is similar with archive storage system (Warseno and Kumorojati, 2011: 119-120). This technique is very beneficial to memorize subject materials in order format or a large number of lists. By this technique, the students can memorize things complete with the ordered number. Loci must be in a location that is easy to remember, because it will be used to the next steps (Warseno and Kumorojati, 2011: 121).

The examples of method of loci are: the parts of body here are used to used for loci number 1 until 10, they are: head, eyes, nose, mouth, ears, neck, breast, stomach, foot, and hand.

#### 4) Acrostic

An acrostic (sentence mnemonic) is a sentence that is developed to help a person retrieve letters that represent something that the person needs to remember (Bakken and Simpson, 2011: 80). The sentence should be made in a catchy way to make the information more meaningful and easier to remember. An acrostic is a sentence of which the first letters represent the information to be recalled (Scruggs and Mastropieri in Shaeffer, 2011: 35).

There are some examples of acrostics. They are: “Every good boy does fine” that represents the names of musical notes on the lines of the treble clef. They are the notes of E, G, B, D, and F. There is another example of an acrostic. The example is that the acrostic of “*jangan Febi makan apel Medan, Juned juluki Agus seperti aktor telenovela desa*” can be used to help students remember the order of months in a year (Warseno and Kumorojati, 2011: 136-140).

#### 5) Acronym

An acronym is a word that is developed from the first letter of words that are to be remembered (Bakken and Simpson, 2011: 80). An acronym is a word of which the letters represent individual components (Scruggs and Mastropieri in Shaeffer, 2011: 35).

There are some examples of acronyms. They are: the acronym of ROY G. BIV to make the students remember the arrangement of colors in the rainbow, red, orange, yellow, green, blue, indigo, and violet, the acronym of HOMES to make the students remember the Great Lakes of Huron, Ontario, Michigan, Erie, and Superior (Scruggs and Mastropieri in Shaeffer, 2011: 35). There is another

example of the acronym. It is the acronym of “*mejikuhibiniu or mejik hebat nian uoi*” can be used to help students remember the order of color in the rainbow (*merah, jingga, kuning, hijau, biru, nila, ungu*) (Warseno and Kumorojati, 2011: 133-134) .

#### 6) Rhyme

A rhyme is a rhyme that is made by words and technical term that must be remembered by the students (Syah, 2005: 162). This rhyme can be better if it is given notes so that it can be sung. The songs of the kindergarten students that contains of moral values can be used as an example of the arrangement of mnemonic rhyme. A rhythm that is a musical characteristic is one feature that may be a salient factor that is easily recognized as helpful in musical applications and also valuable in nonmusical applications (Scruggs and Mastropieri in Shaeffer, 2011: 35). By using familiar tunes as mnemonic devices can be an effective learning strategy that can help students of all abilities Walz and McLaughlin (2009: 5). There are some examples of rhyme or song mnemonic. One of the examples can be seen below:

#### **Vivacious verbs (for grades 3-6)**

Sung to “Old MacDonald”

Many verbs are action words-

V-E-R-B-S

Verbs tell things that you can do-

V-E-R-B-S

With a run, jump here



An a hop, skip there,

Here a dance, there a leap,

Then we all go to sleep.

Verbs you know are action words-

V-E-R-B-S

#### 7) Elaborations

Elaborations are mnemonic strategies that can be used to highlight an important feature of a word such as a tricky spelling (Scruggs and Mastropieri in Shaeffer, 2011: 35). It is for example: the students can differentiate the spellings of the words “principle” and “principal” by depicting a school principal as a “pal”.

#### 8) Spatial grouping

A spatial grouping is a kind of spatial mnemonic that has a method of writing words by forming patterns (Thompson in Amirusefi, 2011:180). Writing words in the form of patterns help the students to recall the words better (Holden in Amirusefi, 2011:179). Because the students have remember the pattern, they can also remember the parts that are signed by the words in the pattern. The example of the pattern can be a triangle pattern.

#### 9) The finger method

The finger method is a kind of spatial mnemonic that the students can be asked to make an association in each word with a finger in this method (Thompson in Amirusefi, 2011:180). This method is useful to learn numbers, days of the week and month of the year, especially for young learners (Holden in Amirusefi, 2011:180).

#### 10) Pictures

Pictures here mean that pictures is visual mnemonics that the new words that are usually paired with their definitions or equivalents can be better learned if they are paired with pictures (Thompson in Amiryousefi, 2011:180). Objects and pictures can facilitate recall (Gians and Redman in Amiryousefi, 2011:180). Pictures and objects not only can be used to give meaning and information but also they can be used to motivate and attract the interest of the students (Wright in Amiryousefi, 2011:180). This method can be used by elementary or pre-intermediate students.

#### 11) Visualization or imagery

This method is a visual mnemonic that has a method that visualizes words instead of using real pictures (Thompson in Amiryousefi, 2011:180). The students imagine a picture or a scene which is associated with the target word. The visualization can be used in vocabulary learning for examples: if the new word is “exploration”, the students can link with a mental picture of “A scientist is using special drills for oil exploration” by relating it to the picture of a scientist (O’Malley and Chamot in Amiryousefi, 2011:180). The difference between visualization and the method of loci is that words in visualization for each word a picture is imagined while words in the method of loci are related to a familiar place and seen as an imaginary walk through the familiar place.

#### 12) Grouping or semantic organization

Materials that are organized are easier to keep in, will enhance their recall and it can be a long-term memory (Anderson and Thomson in Amiryousefi,

2011:180). If the examples of the target words to remember are: dog, cat, chair, sofa, table, milk, eggs and butter, these words can be organized and remembered in these three categories: animals is for dog and cat, furniture is for chair, sofa and table, and food is for milk, egg and butter.

### 13) Story-telling or the narrative chain

This method allows the students to link words together with a story (Thompson in Amiryousefi, 2011:180). Firstly, the students should make an association of the target words with a topic or some topics. The students should make a connection of them by making a story that contains the target words Holden et.al. (in Amiryousefi, 2011:180). This method is useful for students, especially for high level students.

### 14) Physical response method

This method allows the students to move their body or parts of their body in a certain way (Thompson in Amiryousefi, 2011:180). This movement can illustrate the meaning of the word and also be better in understanding and recall. The example of the method is: if the target word is tiptoe, the students can raise their tiptoe and move across the room. It means they can imagine the action of moving their tiptoe (Thompson and Holden in Amiryousefi, 2011:180).

### 15) Physical sensation method

Through this method, the students make an association of the new word to a physical sensation (Oxford and Scarcella in Amiryousefi, 2011:180). The example of this method is the students can feel cold when they learn the word “frigid”.

From these theories, it can be concluded that there are seven types of mnemonic. They are: rhyme, acrostics, acronym, peg word system, method of loci, key word system, elaborations, spatial grouping, finger method, pictures, visualization or imagery, grouping or semantic organization, story-telling or the narrative chain, physical response method, and physical sensation method. Each type of mnemonic has each function that can help the students learning English happily during the teaching and learning process.

## **2. Teaching and Learning A Foreign Language to Young Learners**

The teaching English to young learners is an important part of education in this globalization era (Cameron (2001: 16). Children who start to learn in foreign language in early age will develop and maintain advantages in some, but not all areas of language skills. For these reasons, it can be concluded that the English is better introduced in the early age.

However, teaching English for young learners is not the same as teaching English for adults. Children find it difficult to use language to talk about language. On the other hand, they have different access as older learners understand about grammar (Cameron, 2001: 1). Young children do not know much about structure and function of the language adults' talk to use communicate each other (Clark and Clark (1997: 320). So that, the way adults talk to children must be not the same from what he talks to adult. A group of children with different age can have different way of thinking and achievement (Krashen and Terrel, 1983: 20). They say that teachers can not force students to produce utterances in the target language until the students find the opportunity for the

acquisition process to begin. It can be concluded that there is a certain time for the children to acquire certain knowledge of the English. It is not possible to say that at the age of five all children can do A, at the age of seven can do B, or that at the age of ten they can do both of them (Scott and Ytreberg, 2004: 1). However, it is also possible to point out certain characteristics of young children which should be aware and take into account in teaching (Scott and Ytreberg, 2004: 1). The children language achievements are relative. However, the teacher can say that there is an average achievement for certain age of children. Therefore, teachers should understand what period of children can achieve certain knowledge, especially the knowledge related to language subjects in the school.

#### a. Principles of Teaching English for Young Learners

There are eight principles in teaching English to children. They are: words are not enough, children need to play with the language, language is perceived as language, children need variety in the classroom, routines, cooperation not competition, and assessment (Scott and Ytreberg, 2004: 5-7) .

##### 1) Words are not enough

When the teacher teaches, the teacher does not rely on the spoken words. She/ he must include involve and movement sense. The teacher needs variety of objects and pictures to work with and demonstrate them in the teaching and learning processes. As the children get older, the balance will change. However, appealing to the sense will always help the children to learn.

## 2) Children need to play with the language

The students should have experiences in using the target language. For this reason, the teacher lets the students to sing songs, talk to themselves, make up rhymes, and tell the language.

## 3) Language is perceived as language

It means that children need clues in understanding the spoken words. The clues can be facial expression and movement during the teaching and learning processes.

## 4) Children need variety in the classroom

Teachers should create variety activities during the teaching learning process in the classroom. It should be applied since children have a very short attention span.

## 5) Routines

Routines are activities happened in the classroom every day. The objectives of having routines are to make the children familiar with some expressions and to allow the children make sense of new language.

## 6) Cooperation not competition

During the teaching and learning processes, cooperation in the classroom should be raised up. Group the children together when it is possible to do. Most of children like to have other children around them. They also like to sit with others. So that, these can encourage cooperation among the children.

## 7) Assessment

Making regular notes of each child's progress is always useful for teacher. Stressing the positive side things and playing down what the children have not been able to master can be the points of the assessment for the children.

### b. The Characteristics of Young Learners Learning Language

Each child has different characteristics in involving the teaching learning process. Children have different characteristics from adults (Brewster, Ellis and Girard, 2004: 27). It is because young children have a lot of physical energy and often need to be physically active, have a wide range of emotional needs, are emotionally excitable, are developing conceptually and are at an early stage of their schooling, are still developing literacy in their first language, learn more slowly and forget things quickly, tend to be self- oriented and pre-occupied with their own world, get bored easily, are excellent mimics, can concentrate for surprisingly long time if they are interested, can be easily distracted but also very enthusiastic.

In conclusion, teaching children is unique. It is because children have different characteristics from adult. Therefore, it needs special technique to conduct the teaching learning process. The teachers should be creative in teaching children so that the students have motivation in learning English. They should provide interesting activities in order to make the children get involved and actively participate in the class activities. In addition, they should be well-prepared in teaching so that the materials can be delivered to children effectively.

### c. Teaching Language Skills for Young Learners

Although language often involves the use four main skills in an integrated way, the teacher may consider that each skill separately, so that the teacher can examine the children's progress and/ or detect problems in that particular skill (Loannou and Pavlou, 2003: 6). There are four skills that are taught in elementary schools. They are: listening, speaking, reading, and writing skill.

#### 1. Teaching listening

Listening is the skill that children acquire first, especially if they have not yet learnt to read. It is because when they start to learn a foreign language, the learning is going in mainly through their ears (Scott and Ytreberg, 2004: 21). Besides, listening is a skill that is felt as a difficult skill because of the limited vocabulary of the students because instruction, question, or even praising can not be understood by the students if the teacher does not help the presentation with mimic or body language (*Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*, 2008: 33). There are examples of listening activities such as listen and repeat, listen and follow the instructions, listen and label, listen and guess, listen and match, listen and draw, listen and tick, listen and write, listen and point to things, and listen and select the correct response/ multiple choice (*Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*, 2008: 33-34; Brewster, Ellis, and Girard, 2004: 254).

#### 2. Teaching speaking

Speaking is the most demanding skill for the teacher to teach to young learners (Scott and Ytreberg, 2004: 33). Children in their own language are able to



express emotions, communicate, reactions, and intentions, to explore the language and they make fun of it, so they expect to be able to do the same in English (Scott and Ytreberg, 2004: 33). The goal of teaching speaking in the early ages is giving spirit to the students to express their ideas and the focus is the content of the performance not the grammar (*Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar, 2008: 34*). There are some speaking activities such as information gap, guessing game, questionnaires and surveys, speak from picture prompts, sing a song, say a rhyme or poem from memory, and listen to a story, then sequence pictures, then retell the story (*Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar, 2008: 35*; Brewster, Ellis, and Girard, 2004: 254).

### 3. Teaching reading

In daily activities, reading is an activity that is done by the young learners for pleasure, getting information which they want or need, in order to do something and in order to carry out a task (*Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar, 2008: 36*). To make the reading activities become more interesting, the teacher can use pictures, can give a task where the students need to get certain information, and can point at a title and discuss it with the students or ask them to guess, and pre-teach the keywords. There are some reading activities such as match words to pictures, sort words into lexical sets, match sentence to pictures, match questions to answers, jumbled sentences halves, answer questions, fill in missing information, complete chart or table, read a description and colour or draw a picture, read and answer multiple choice and true/ false or comprehension questions, and read and match pictures to written labels or two

halves of sentence (*Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*, 2008: 37; Brewster, Ellis, and Girard, 2004: 254)

#### 4. Teaching writing

In teaching writing, the teacher should create contexts first before conducting the activities (*Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*, 2008: 37). It is for example that there is a topic about “Birthday Party”, as a follow-up of the speaking activity, the teacher then asks the students to write birthday invitation, and a simple story. For the students in the lower age levels, the activity that is carried out such as guided writing at words level. The goal is to practice writing with the correct spelling and also to know the new vocabulary. There are some activities in this level. The examples of the activity are: making lists of words, making personal dictionary, finishing anagram, filling crosswords, match the label with pictures, and classify words to the appropriate topic. For the students in higher age levels, the activity can be done in guided writing at sentence level. The goals are to give chances to the students to practice writing and spelling, punctuation mark, new vocabularies, and grammar. There are some examples of the activities such as writing captions to the pictures, writing speech bubbles for cartoons or actors in simple texts, arranging jumbled words to be good sentences, arranging sentences then write them down again, correcting mistakes, answering the questions writtenly, answering questions, read a description and write labels or captions for pictures, complete a crossword, fill in the gaps in sentences to test grammar or vocabulary, and write simple sentences from picture

prompts (*Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*, 2008: 38; Brewster, Ellis, and Girard, 2004: 254-255).

d. A School Based Curriculum

*A school based curriculum is an operational curriculum arranged and applicated in each education unit. The various development of a school based curriculum are refered to education national standard to guarantee the achievement of the national education aim. (article 1 subsection 15 of Government Law no. 19, 2005). Primary and high school curriculums are developed by education unit, every group, and school committee at the direction of education or religion department coordination and supervision of cities for primary schools (article 3 subsection 2 no. 20 of law 2003). This article is supported by UU no. 20 tahun 2003 pasal 38 ayat 2. It stated that kurikulum pendidikan dasar dan menengah dikembangkan sesuai dengan relevasinya oleh setiap kelompok atau satuan pendidikan oleh setiap kelompok atau satuan pendidikan dan pendidikan satu kantor departemen agama kabupaten/ kota untuk pendidikan dasar dan provinsi untuk pendidikan menengah.*

The curriculum of elementary school is different from the high school curriculum. It is because the elementary students are required to improve their enthusiasm and have an ability to communicate in learning a language. It is supported by UU no. 19 tahun 2005 pasal 6 ayat 6. This article states that *kurikulum dan Sillabus SD/ MI/ SDLB/ Paket A, atau bentuk lain yang sederajat menekankan pentingnya kemampuan dan kegemaran membaca dan menulis, kecakapan, berhitung, serta kemampuan berkomunikasi ( primary school/ SD/*

MI/ Package A or the same level institutions emphasize the importance of abilities in reading and writing, counting, and communication).

English is a means of communication either spoken or written. English is aimed to developed language competences for the students in order to be able to communicate and interact in English for children level of literacy which includes performative, functional, informational, and epistemic. These are based in the KTSP which states that *sehubungan dengan hal tersebut, perlu ditetapkan standar kompetensi bahasa Inggris bag SD/ MI yang menyelenggarakan pelajaran bahasa Inggris sebagai muatan lokal (KTSP, 2006)*, (in regard to this, standard competence should be determined for elementary schools/ MI's which use English as local subject).

The objectives of the teaching and learning for children are not the same with the objectives of the teaching learning for older learners. Teaching English for children is emphasizing on the students' language skills to communicate English and also interact in English. It is done to support the students' school and classroom activities (KTSP, 2006).

These are the objectives of teaching an English subject in Elementary School/ MI (KTSP, 2006):

- 1) The students should have a competence to develop an ability to communicate in limited spoken as language accompanying actions in school contact.
- 2) The students should have a competence to have awareness of the importance of English to improve competition in global.

In English teaching and learning, the teacher can determine appropriate materials, media and teaching techniques which are based on the real contact. It is done by considering the syllabus. Besides, the English teacher for children should apply the standard competence and basic competences in these teaching learning activities to achieve the learning objectives. For these reasons, the objectives of the English teaching and learning can be achieved by implementing some language competences. The English teaching and learning at elementary school has the standard of competency and the basic competency of elementary school class IV in the first semester can be seen in the table below. The standard of competency and the basic competency are based on the arrangement guidance of KTSP, Depdiknas, 2006 that is regulated in the Minister of National Education Law no. 22, 2006. The standard of competency and basic competency based on KTSP 2006 can be seen in the table below.

**Table 4: The Standard of Competency and Basic Competency ( KTSP, 2006)**

<b>Standard of competency</b>	<b>Basic competency</b>
<b>Listening</b> 1. Understanding very simple instructions with action in the class context	1.3 Responding by doing actions based on the instructions acceptably in the class contexts. 1.4 Responding very simple instructions verbally in the class context.
<b>Speaking</b> 2. Expressing very simple instructions and information in the class context	2.1 being engaged in conversation to accompany actions that involve speech act: introducing oneself, greetings, farewell, and giving order/ command. 2.2 being engaged to ask/ give information acceptably that involve speech act: saying thank you, apologizing, forgiving, prohibiting, praising, and inviting 2.3 being engaged to ask/ give information acceptively that

(continued)

(continued)

	includes conversation: thanking, apologizing, forgiving, prohibiting, praising, and inviting. 2.4 being engaged to express good manners acceptively that includes the expression: thank you, sorry, please, and excuse me.
<b>Reading</b> 3. Understanding very simple short functional texts in the class context	3.1 Reading sonorantly by pronouncing alphabet and accurate utterances that involve very simple words, phrase, and sentences 3.2 Understanding very simple sentences and written messages
<b>Writing</b> 4. Spelling and copying very simple short functional texts in the class context	4.3 Pronouncing very simple English utterances accurately and acceptably with correct punctuation marks that involve very simple words, phrase, and sentences 4.4 Copying very simple English written text accurately and acceptably for example: greetings, and written messages

### 1) Syllabus of Elementary School

A syllabus provides a list of the language items which are to be taught, how long it should be taken to teach them, and how they are to be taught in which order (Brewster, Ellis, and Girard, 2002: 233). It can be concluded that the teacher can decide the best course for children and how to use the course. Besides, the syllabus will help teacher to arrange well-planned lessons which can make them feel more confident and professional.

### 2) Lesson Plan of Elementary School

The English teacher is required to achieve the objectives of the teaching learning based on the curriculum (Brewster, Ellis, and Girard, 2002: 233). For this

reason, teaching the objectives of language teaching need a well-planned lesson. So that, it can help them to teach a language, manage the time and arrange the class. The lesson plan mentions the objectives the technique of teaching, durations, and the evaluation. The teachers should implement the lesson plan in every meeting of their teaching learning process. At the end of a semester, the teacher should submit the lesson plan to the school principal of SD Negeri Karanganom 3 Klaten.

### **3. Assessment**

#### **a. Definitions of Assessment**

An assessment is an evidence of student's progress that includes methods to gather information about student's knowledge, ability, understanding, attitudes, and motivation (Loannou and Pavlou, 2003: 4). An assessment can be applied through instruments such as tests, self-assessment, observation, and interview. Besides, an assessment can be applied formally or informally. An assessment is a process of analyzing data about students's performances in a school subject that is used by the teacher as an evidence of student's learning progress that are required by the students' parents, the head teacher, and the school authorities (Pinter, 2006: 131).

Based on the definition above, it can be concluded that an assessment is a process of analyzing data of the student's learning progress that is used by the teacher that includes methods to gather information about student's knowledge, ability, understanding, attitudes, and motivation as an evidence of student's performance and student's progress that is applied formally and informally ways

that is required by the students' parents, the head teacher, and the school authorities that can be applied through instruments such as tests, self-assessment, observation, and interview

#### b. Types of assessments

There are several types of assessment and they have been differently classified by different scholars. They are: a portfolio assessment, a project, a self-assessment, a peer-assessment, an observation, and a conferencing.

##### 1) Portfolio assessment

To assess the students' learning achievement, the teacher can use portfolio. A portfolio assessment is a collection of a student's work prepared over a period of time that reveal the capability and the progress of a student (Cameron, 2001: 237; McKay, 2008: 159). The samples in portfolio can include recordings (audio or video), written work, drawings test results, self-assessment records, and teacher's comment and parent's comments (Pinter, 2006: 136; McKay, 2008: 159). The criteria that were included in the portfolio must be agreed by the teacher and the student together. A portfolio is useful for the teacher and the parents to see the pictures of students' progress over the year (Loannou and Pavlou, 2003: 9).

##### 2) Project

Another assessment that can be used by the teacher to assess the students' learning achievement is a project. The advantage of this assessment is that it combines all four language skills and the joint effort of several students (Pinter, 2006: 137). A project involves a series of steps in completion of tasks. The steps are: guided library research on the topic, note-taking, drafting and re-drafting of



reports and presentation of the report to others orally (McKay, 2008: 163-164). The students may take the project individually or in pairs or in groups (McKay, 2008: 164). Project is beneficial to promote the students' activities (Loannou and Pavlou, 2003: 10).

### 3) Self-assessment

To assess the students' learning achievement, the teacher can also use a self-assessment. Through the self-assessment, the students can understand more about the learning process (Cameron, 2001: 235). Self-assessment is done by giving a say in the students' assessment written by the teacher for them. This gives them a certain sense of empowerment (Loannou and Pavlou, 2003: 10). Besides, a self-assessment can guide the students to focus on their learning and the problems they encountered in a task (McKay, 2008: 164).

### 4) Peer-assessment

Another assessment for the students' learning achievement is a peer-assessment. This assessment can be funnier if it is done with the student's friends or classmates (Loannou and Pavlou, 2003: 10). A peer-assessment is done by learning to respect and accept other students' works through assessing each other students' works. It can improve a positive atmosphere in the classroom. It also minimizes the negative aspects of competition and it also encourages trust among the students. From this assessment, the students can find that they can learn from their peers, not just from their teacher (McKay, 2008: 166).

### 5) Observation

Another commonly used assessment type is an observation. An observation is the most useful assessment technique to use with students because it does not disturb the students and allows them to be assessed in the process of ordinary classroom activities (Cameron, 2001: 231). An observation is non-intrusive because the students are often not aware that they are being assessed. An observation is good for checking the students' performances of non-linguistics skills such as: engagement, motivation, and interest (Pinter, 2006: 134). The observation is done by making short notes after the lesson or by using checklists and by ticking them during or after the lesson. Because observations are very subjective, it should be combined with other assessment methods to make the data more objective (Loannou and Pavlou, 2003: 12).

### 6) Conferencing

The students' learning achievement can also be assessed by using conferencing. The conferencing can take place at some situations. The examples of situations are: at the beginning of the class, at the end of class, and before an important exam (Loannou and Pavlou, 2003: 12). A conferencing involves the teacher engaged in a focused discussion with the students, it means that the teacher can mean to be informal and friendly chats with the students (McKay, 2008: 158).

From the theories above, it can be concluded that to know the evidences of the students' English achievement, the teacher needs assessment. There are assessments that can be used by the teacher to know the evidences of the students'

English achievement. They are: portfolio assessment, project, self-assessment, peer-assessment, observation, and conferencing. The portfolio assessment is useful for collecting the students' work prepared over a period of time that reveal the capability and the progress of a student, the project is useful for promoting the students' activities, the self-assessment is useful for guiding the students to focus on their learning and the problems they encountered in a task, the peer-assessment is useful for the students to find that they can learn from their peers, not just from their teacher, the observation is useful for assessing not only the students' performances in linguistic but also in non linguistic without making them aware that they are being assessed, and the conferencing is useful for assessing students in some situations and the teacher can mean to be informal and friendly chats with the students.

## **B. Relevant Studies**

There are some previous studies that have been done related to the use of mnemonic and the students' English achievement. As what Mohammad Amiryousefi (2011), He finished a research study about Mnemonic Instruction: A Way to Boost Vocabulary Learning and Recall. In his research study, He used mnemonic to improve vocabulary learning, boost memory and enhance creativity for the students. Similar to his study, Janet S. Shaeffer (2011) also finished a research study about Using Mnemonic Strategies to Teach Letter-Name and Letter-Sound Associations. She used three mnemonic treatments; pictures, jingles, and music with a kinesthetic element to acquire alphabet letter names and sounds as a foundation to literacy with a class of kindergarteners. As what Anita

Listyowati K (2009) did, she conducted a research study about The Learning Strategies of the Second-Grade Students of State Junior High School 2 of Wonosari Klaten in Relation to Their English Learning Achievement. The goal of her study is to know the relationship between the learning strategies and the students' English achievement of the Junior High School students at grade two.

The previous studies underlie the writing of this research study. They give broader views on the use of mnemonic and insight on the students' English learning achievement.

### **C. Conceptual Framework and Research Questions**

This study begins with the problems occurring in the English teaching and learning processes. The problems happen in the three learning domains. In the cognitive domain, the students can not understand and memorize the English learning materials. In the affective domain, the students do not feel interested and motivated with the teaching and learning processes. In the psychomotor domain, the students do not do appropriate actions based on the teacher's instructions and do not responding the teacher's instructions by asnwering the teacher's questions during the teaching and learning processes. Reviews of related theories have been presented as references for dealing with the problems. This section of the report presents the conceptual framework of the research study.

#### **1. Conceptual Framework**

In improving the students' English achievement is not easy. It needs creative strategies to make the students not only make progress in their performance in the English teaching learning, but also enjoy the strategies when these are applied in

the class. One of the strategies is using mnemonic. In reference to the review of theories above, mnemonic can improve the students' English achievement. The achievement consists of three learning domains; cognitive, affective, and psychomotor domain. In the cognitive domain, the mnemonic can reduce the difficulties and the feeling hard of understanding and memorizing the English learning materials at class. In the affective domain, the mnemonic can motivate the students and make the students interest with the mnemonic during the English teaching and learning. In the psychomotor domain, the use of mnemonic can make the students do appropriate actions and respond to the teacher's instructions during the teaching and learning. The relationship of the aspects that are discussed in the conceptual framework above can be seen clearly in the diagram below.

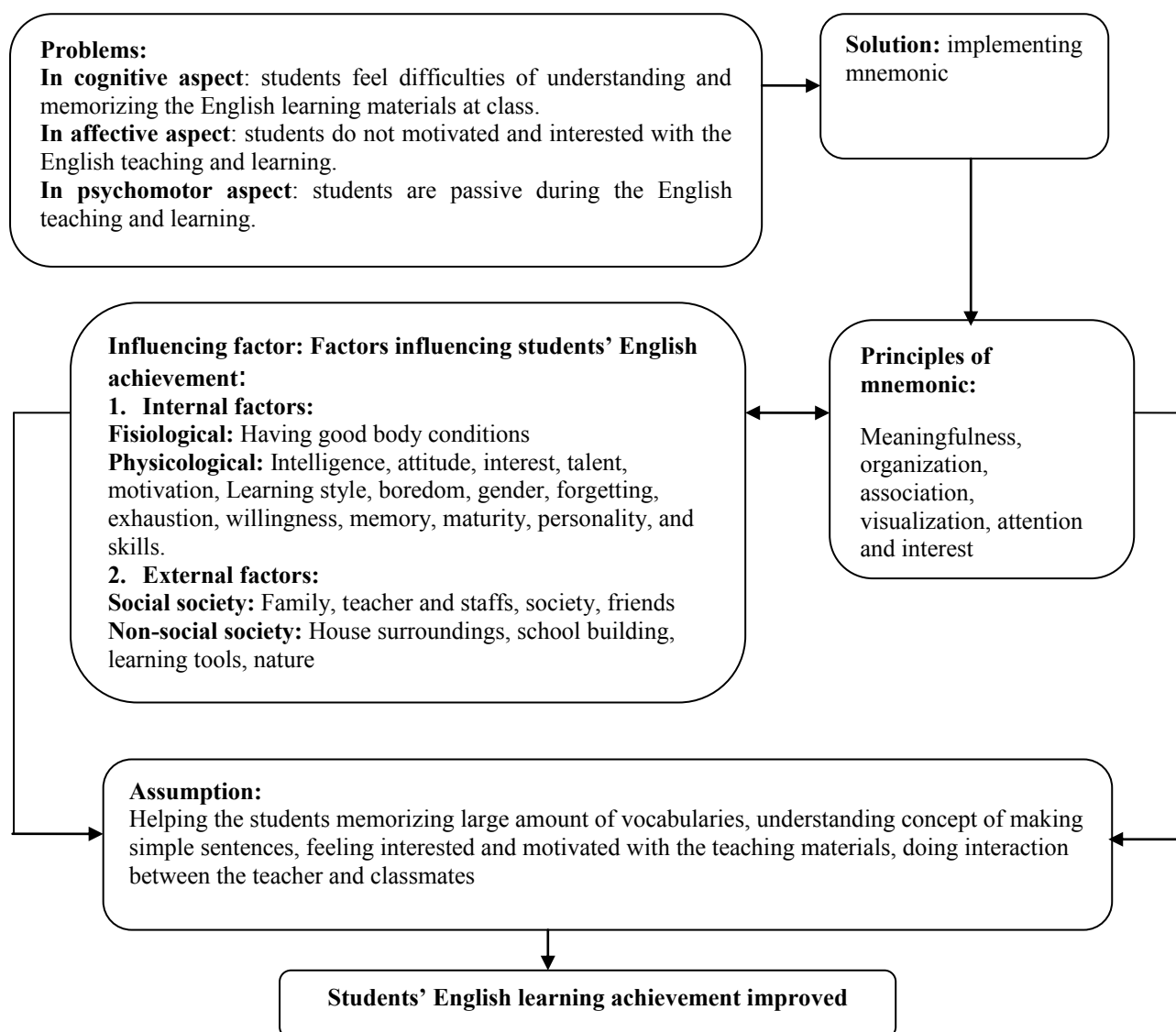


Figure I: The Conceptual Framework Diagram of the Improvement of the Students' English learning Achievement by Implementing Mnemonic

## 2. Research Questions

In designing the action implemented in the study, the researcher firstly sets up the problems. There are research problems that are related to the implementation of mnemonic in improving the students' English achievement. The problems are: in the cognitive domain, the students could not understand and memorize the English learning materials. Besides they could not understand the concept of

making simple sentences. In the affective domain, the students do not feel interested and motivated with the teaching and learning processes. In the psychomotor domain, the students do not do appropriate actions based on the teacher's instructions and do not respond to the teacher's instruction during the teaching learning processes. Based on the research problems, the researcher formulates questions to lead to more specific topics of discussion. The questions are presented below:

1. How can mnemonic be applied in the English teaching and learning for the students?
2. How do mnemonic be applied in the English teaching and learning for the students?

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study is categorized into action research. The aim of this study was to show the process of improvement of the students' English achievement. In this process, the researcher worked together with the English teacher and the students to identify and investigate the problem occurring in the English learning. Then the researcher and the teacher planned the possible solution to solve the problem, carried out the action in the class, and finally, analyzed the use of mnemonic in improving the students' English achievement. The steps done by the researcher and collaborators above are suitable with the sequence steps done in action research. They are identifying the problem, planning the solution, doing the action in the class, and reflecting the use of action done (Burns, 1999: 30).

#### **B. Setting and Time of the Study**

This study was carried out in class 4 of SD N 3 Karangnom Klaten. The study was conducted on Tuesday at 11.00 a.m. and at 11.35 a.m. with time duration of 2 x 35 minutes. The English teacher who taught in this school was a graduate of the English Education Department. A lesson book entitled "*Kreatif Berbahasa Inggris Kelas 4*" was used by the teacher in the teaching and learning process. This study was conducted in the second semester of the 2012/ 2013 academic year. The actions were conducted based on the schedule of English subject at SD N 3 Karangnom Klaten.



### **C. Subjects of the Study**

The subjects of this study were the fourth grade students of SD N 3 Karanganom Klaten. The class had 43 students, consisting of 20 female and 23 male students. The students were nine up to eleven years old. Most of them came from low class economic families. They lived near the school, some of them walked to go to the school. Most of their parents were farmers and high school graduates.

### **D. Instruments of the Study**

The instruments for collecting the data were a classroom observation guide, an interview guide, pre-test, and post test. The instruments were used to collect the data in the form of observation checklists and field notes from the observation guide, interview transcripts from the interview guide, and numeric data from the pre-test and post test.

#### **1. Observation guide**

The observation guide was used by the researcher to get the information about some aspects in the teaching and learning process during the action of the mnemonic application to know the progress of the action process on the students' English achievement. The observation guide was in the form of observation checklists. The observation checklists contained some aspects with indicators in each aspect in the tables of data. The field notes contained of information about the teaching and learning process in general during the mnemonic implementation that collected by the researcher.

a. Validity

The observation guide was expected to have the aspects observed during the observation by using construct validity. Here, the researcher used expert judgments to know the validity of the observation guide (Sugiyono, 2009: 125). The researcher consulted the aspects in the observation guide with the first consultant before it was used. The aspects were the teaching and learning sets in the application of mnemonic, the teaching-learning process in the application of mnemonic, the students' cognitive aspects in the application of mnemonic, the students' affective aspects in the application of mnemonic, and the students' psychomotor aspects in the application of mnemonic. Meanwhile, the construct which was used in the development of the observation guide was taken from some theories related to the use of mnemonic. The aspects can be seen in the table 5.

**Table 5: Specification Aspects Observed in the Classroom**

No.	Aspect	Indicators	References
1.	Teaching and learning sets in the application of mnemonic	a. Using the curriculum in the teaching and learning process in the application of mnemonic b. Using the course grid in the teaching and learning process in the application of mnemonic c. Using the lesson plan in the teaching and learning process in the application of mnemonic	1. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar (Depdiknas, 2008) 2. Assessing Young Language Learners (McKay, 2006)
2.	Teaching and learning process in the application of mnemonic	a. Beginning the lesson in the application of mnemonic b. Structuring the lesson in the application of mnemonic c. Asking questions in the application of mnemonic d. Changing sub-topics in the application of application of mnemonic e. Responding to students' performance in the application of mnemonic	1. Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar (Depdiknas, 2008) 2. Assessing Young Language Learners (McKay, 2006)

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		f. Using learning aids in the application of mnemonic g. Using books or references in the application of mnemonic h. Administering tests or exams in the application of mnemonic	
3.	Students' cognitive aspects in the application of mnemonic	a. Memorizing a large number of vocabularies and the concept of making simple sentences by using mnemonic b. Understanding the concept of making simple sentences by using mnemonic c. Applying mnemonic in the four main skills of speaking, reading, listening, and writing	1. Psikologi Pendidikan dengan Pendekatan Baru Edisi Revisi (Syah, 2005) 2. Landasan Psikologi Proses Pendidikan (Sukmadinata, 2005)
4.	Students' affective aspects in the application of mnemonic	a. Feeling pleased in the application of mnemonic b. Feeling challenged in the application of mnemonic c. Giving attention to the teacher's explanation about the application of mnemonic	1. Psikologi Pendidikan dengan Pendekatan Baru Edisi Revisi (Syah, 2005) 2. Landasan Psikologi Proses Pendidikan (Sukmadinata, 2005)
5.	Students' psychomotor aspects in the application of mnemonic	a. Doing appropriate actions based on the teacher's instructions b. Responding to the teacher's instruction c. Doing interaction with the teacher	1. Psikologi Pendidikan dengan Pendekatan Baru Edisi Revisi (Syah, 2005) 2. Landasan Psikologi Proses Pendidikan (Sukmadinata, 2005)
	<b>Total</b>	<b>20</b>	

#### b. Reliability

In order to ensure the reliability of the observation, the researcher used inter-rater reliability. To fulfill the inter-rater reliability, the researcher and the teacher as the collaborator did the observation using the same observation guide. Then they checked whether they agreed in almost categories in observation guide. After that, the researcher made recapitulation. The researcher used the Cohenn's Kappa

to check the reliability (Arikunto, 2006: 208). All the calculations were done by using the SPSS 16 computer program. Here is the result of the computation.

Symmetric Measures				
	Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Measure of Agreement    Kappa	.692	.196	3.254	.001
N of Valid Cases	20			

The results showed that the inter-rater reliability, as evaluated by the kappa reliability test, was 0,692 with a standard error of 0,196. Fleiss (1981) categorized the degrees of inter-rater reliability into four categories. They are represented in the table below.

**Table 6: The Value of Reliability**

No.	Reliability Coefficient	Category
1.	Kappa < 0,4	Bad
2.	Kappa 0,4 – 0,60	Fair
3.	Kappa 0,60 – 0,75	Good
4.	Kappa > 0,75	Excellent

Based on the table above, it could be concluded that the reliability of the observation guide was good.

## 2. Interview Guide

The interview guide was used by the researcher to get the information about some aspects in the teaching and learning process during the action of the mnemonic application to know the progress of the action process on the students' English achievement. The interview guide was used as the guidelines for the researcher in giving questions to the students and the teacher. The researcher conducted the interviews that were based on the interview guide to get the

information during the mnemonic application. The data of the interview was in the form of interview transcripts that contained of the researcher's questions and the students' responses and also the teacher's responses about the problems that existed during the implementation of mnemonic and also and the students' feelings toward the implementation of mnemonic carried by the researcher.

a. The Validity

The researcher measured the validity of the interview guide by using the expert judgements. The researcher consulted the items in each aspect in the interview guide and the questions that were developed to some experts (Sugiyono, 2009: 125). The experts said that the guide can be used after being reconstructed. The aspects asked in the interview guide were students' cognitive aspects in the application of mnemonic, students' affective aspects in the application of mnemonic, students' psychomotor aspects in the application of mnemonic, and the use of learning media in the application of mnemonic. The aspects can be seen in the table 7.

**Table 7: Specification Aspects Asked in the Interview (Interview Guides)**

No	Aspects	Indicators	Items	Number
1.	Students' cognitive aspects in the application of mnemonic	a. Memorizing a large number of vocabularies and the concept of making simple sentences by using mnemonic	6	1, 2, 17, 25, 29, 30
		b. Understanding the concept of making simple sentences by using mnemonic	1	10
		c. Applying mnemonic in the four main skills of speaking, reading, listening, and writing	4	4, 19, 5, 18
2.	Students' affective aspects in the application of mnemonic	a. Feeling pleased in the application of mnemonic	2	6, 7
		b. Feeling challenged in the application of mnemonic	2	8, 3

(continued)

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		c. Giving attention to the teacher's explanation about the application of mnemonic	2	21, 17
3.	Students' psychomotor aspects in the application of mnemonic	a. Doing appropriate actions based on the teacher's instructions	3	13, 26, 11
		b. Responding to the teacher's instruction	2	14, 27
		c. Doing interaction with the teacher	2	15, 28
4.	The use of learning media in the application of mnemonic	a. The use of pictures in the application of mnemonic	2	9, 12,
		b. The use of games in the application of mnemonic	2	23, 24
		c. The use of songs in the application of mnemonic	2	16, 20
	<b>Total</b>		<b>30</b>	

### 1. Pre-test and post test

In this study, the pre-test and post test were used to gather the data about the improvement of students' English achievement. In this study, the pre-test and post test materials were adapted from some English learning materials. The pre-test were used to get the information about the students' English achievement before getting the action. The post test were used to get the information about the students' English achievement after getting the action. The pre-test and post test of the students' English achievement was done in the form of four main skills tests. Besides, the researcher assessed the students' English achievement in the four main skills tasks in Cycle 1 and Cycle 2.

#### a. Validity

To fulfill the validity of the pre-test post test instrument, the researcher used content validity. The researcher used the existing concept in the current curriculum (Suharto, 2003: 3). Here, the researcher developed the test which were

taken from the current curriculum based used by the school, the School-Based Curriculum. Before conducting the pre-test, the researcher asked the teacher to tell the fourth grade students about the topics tested. It was done to help the students feel ready to do the pre-test so that their scores could describe their abilities in mastering English materials. The specification of the items in the pre-test and post test can be seen below:

**Table 8: List of Items in Pre-Test Post Test**

No	Topic	Language functions	Language elements
1.	Calendar	<ul style="list-style-type: none"> <li>Asking Questions</li> </ul>	<ul style="list-style-type: none"> <li><b>Vocabulary:</b> <ol style="list-style-type: none"> <li>Days in a week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</li> <li>Months in a year: January, February, March, April, May, June, July, August, September, October, November, December</li> </ol> </li> <li><b>Grammar:</b> <ol style="list-style-type: none"> <li>What day is today?</li> <li>What month is this year?</li> </ol> </li> </ul>
2.	Parts of The Body (senses)	<ul style="list-style-type: none"> <li>Asking questions</li> </ul>	<ul style="list-style-type: none"> <li><b>Vocabulary:</b> <ol style="list-style-type: none"> <li>Part of face: eyes, nose, ears, cheeks, mouth, and lip</li> <li>Part of body: neck, shoulders, chest, waist, and navel</li> <li>Part of arm: elbow, wrist, fingers, and arm</li> <li>Part of hand: thumb, fore finger, middle finger, ring finger, and little finger</li> <li>Part of leg: Thigh, knee, calf, ankle, bid toe, toe, toe nail, and heel</li> </ol> </li> <li><b>Grammar:</b> <ol style="list-style-type: none"> <li>I watch (the television) with my eyes</li> <li>I listen (the radio) with my ears</li> </ol> </li> </ul>

(continued)

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3.	Daily Activities	<ul style="list-style-type: none"> <li>Asking questions</li> </ul>	<ul style="list-style-type: none"> <li><b>Vocabulary:</b> <ol style="list-style-type: none"> <li>Read</li> <li>Drink</li> </ol> </li> <li><b>Grammar:</b> <ol style="list-style-type: none"> <li>I get up at 5 o' clock</li> <li>She gets up at 5 o' clock</li> <li>What does she usually do?</li> </ol> </li> </ul>
4.	Hobbies	<ul style="list-style-type: none"> <li>Asking questions</li> <li>Using like and dislike expressions</li> </ul>	<ul style="list-style-type: none"> <li><b>Vocabulary:</b> <ol style="list-style-type: none"> <li>Swimming</li> <li>Playing basketball</li> </ol> </li> <li><b>Grammar:</b> <ol style="list-style-type: none"> <li>What is your hobby? My hobby is (swimming).</li> <li>What are you doing? I am singing a song.</li> <li>I like (playing), but I don't like (playing football).</li> <li>She likes (playing chess), but she doesn't like (playing tennis).</li> </ol> </li> </ul>

### E. Data Collection Technique

In this study, there are three techniques for conducting the data collection. They were observing the English teaching and learning process, conducting interviews after the class meeting, and conducting pre-test and post-test. These data collection techniques are presented below.

#### a. Observation

The researcher did observation to monitor the teaching and learning process in class IV. The observation was conducted in each meeting of Cycle 1 and Cycle 2. There were four meetings in Cycle 1 and four meetings in Cycle 2, so that the researcher conducted the observation in eight meetings. The researcher used the observation checklists to conduct observation. The observation and the observation checklists were done for one and a half hours during the teaching and learning process during the implementation of mnemonic. It started at 11.00 a.m.



and ended at 12.10 p.m. During the observation, the researcher collected the data based on the aspects in the observation guide. They were: teaching and learning set in the application of mnemonic, teaching and learning process in the application of mnemonic, students' cognitive aspects in the application of mnemonic, students' affective aspects in the application of mnemonic, students' psychomotor aspects in the application of mnemonic. The observation was conducted by observing the class situation and condition in the teaching and learning process. She sat at the back of the classroom and noted down the class activities in the teaching and learning process and also gave tick (v) sign in the observation checklists. For example: at the beginning of the lesson, the researcher observed and noted down how the teacher opened the lesson by giving several questions, how the students responded to the teacher's questions, how the teacher explained the material related to the topic of Calendar, and how the students answer the teacher's questions about mentioning the order of the days in a week and the months in a year. Besides, the researcher gave tick (v) sign in the column of each aspects in the observation checklists that shows the students made improvements during the implementation of mnemonic in the teaching and learning process. Then, the information from the observation guide were recorded into observation checklists and field notes.

#### b. Interview

The researcher interviewed the students and the English teacher about the activities in the teaching and learning process. The interview was conducted after the teaching and learning process ended in an every meeting in each cycle. The

interview was related to the aspects in the interview guide. They were: the students' cognitive aspects in the application of mnemonic, the students' affective aspects in the application of mnemonic, the students' psychomotor aspects in the application of mnemonic, and the use of learning media in the application of mnemonic. For the interview transcripts, the researcher interviewed the students based on the indicators in the interview guide during the implementation of mnemonic. Then, the information from the interview guide were recorded into interview transcripts.

#### c. Pre-test and Post-test

The pre-test and post-test were conducted before and after the researcher conducted the actions. They were used to measure the students' English achievement. The pre-test and post-test was in the form of four main skill tests. The topics of the pre-test and post-test were *Calendar, Parts of the Body, Daily Activities and Hobbies*. The pre-test and post test that were in the form of four main skills tests, the researcher asked the students to do the teacher's instructions that were written in the papers that were given by the teacher to each students with time duration of 2 x 35 minutes.

### **F. Data Analysis Technique**

The data of the study were in the form of qualitative data and quantitative data. Qualitative data were collected from the observation and interview. Quantitative data were collected from the students' pre-test and post test. These two types of data were analyzed by qualitative and quantitative data analysis techniques.

### 1. Qualitative data

The data of action research study is generally qualitative in nature but in this research study, the researcher will employ both qualitative and quantitative data. The quantitative data will be used to support the finding gained in the form of qualitative data. The qualitative data which were in the results of the observation guide (observation checklists and field notes) and in the results of the interview guide (interview transcripts) were analyzed by using a qualitative data analysis technique as proposed by Miles and Huberman (1994). This qualitative data analysis technique consisted of three steps. The first step was done by collecting all the data namely the observation checklists, field notes, and interview transcripts. The second step was data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the observation checklists, field notes, and interview transcripts. The third step was data display. In this step the data were organized and compressed to produce the data display. This data display contained four text forms namely observation checklists, field notes, and interview transcripts.

### 2. Quantitative data

The quantitative data was come from the students' pre-test and post test scores of the four main skill tests scores. The students' pre-test and post test scores of the four main skill tests were counted by using t-test to compare the mean scores. The results of the mean scores determine whether or not there was any improvement in the students' English achievement.

## **G. Validity and Reliability of the Data**

### **1. Validity**

To fulfill the validity of the data, the researcher applied three criteria of validity of the five criteria of validity proposed by Burns (1999: 161). They were democratic validity, process validity, and dialogic validity. Democratic validity is related to the stakeholders' chance (the researcher, the teacher, and the students) to give their opinion, ideas, and comments about the implication of the action research. To assess democratic validity, the researcher interviewed the English teacher and the fourth grade students of SD N 3 Karanganom Klaten. During the interview, the English teacher and the students were given opportunity to express their ideas, comments, suggestion toward the action. For example, they gave opinions that the activities in the teaching and learning process should be more interesting.

Process validity is related to the possibility to determine how adequate the process of conducting the research was. It was fulfilled by doing observation by using observation guide and noted down everything that could be caught by the researcher' senses (Burns, 1999: 57). The researcher observed some aspects in the teaching and learning process during the action of the mnemonic application to know the progress of the students' English achievement. The aspects were based on the observation guide: the teaching and learning sets in the application of mnemonic, the teaching-learning process in the application of mnemonic, the students' cognitive aspects in the application of mnemonic, the students' affective aspects in the application of mnemonic, and the students' psychomotor aspects in

the application of mnemonic. Then the researcher noted down the data in the form of field notes and also observation checklists. For example: the researcher found that the students can memorize a large content of vocabularies and using simple grammar in making simple sentences by helping of mnemonic, the students felt interested in using mnemonic and the students do appropriate actions based on the teacher's instructions and do interaction with the teacher and the other students during the application of mnemonic in teaching and learning process.

Dialogic validity is the process of peer review that is commonly used in academic research. To fulfill this, the researcher asked the teacher to participate in the process of the study by giving critiques and suggestions (Burns, 1999: 24). For doing this, the researcher conducted dialogues with the teacher to ask her critiques and suggestions to the actions. For example, the teacher suggested conducting learning activities outside the class to avoid students' boredom.

## 2. Reliability

In obtaining the trustworthiness of the data, the researcher used triangulation to get the reliability of the data. It was aimed at gathering multiple perspectives on the situation being studied (Burns, 1999: 163). Besides using field notes, the researcher used different resources to get the same data. In this study, the researcher matched the results of three sources. They were: observation data, interview data, pre-test, and post test's scores. For the observation, the researcher observed the activities that could be caught by her senses such as the technique used by the teacher's in presenting the material and the students' behavior during the teaching and learning process. The results of the observation were in the form

of field notes and observation checklists. For the interview data, the researcher interviewed the students and the teacher to ask their opinions and suggestions. The results of the interview were shown in the interview transcripts. For the pre-test and post-test, the researcher conducted the tests to measure the students' English achievement. The results of the pre-test and post-test were in form of numeric data.

### **G. Research Procedure**

To carry out the action research, the researcher followed procedures of action research proposed by Burns (1999: 32-33). This consisted of the following four procedures.

#### **1. Reconnaissance**

In this first step, the researcher interviewed the English teacher and the fourth grade students of SD N 3 Karanganom Klaten and carried out classroom observation of the English teaching and learning process (Kemmis in Madya (1994: 25). These were done for the purpose of identifying problems that occurred. The researcher focused on the problems related to the students' English achievement. Then the researcher and the English teacher selected some problems that were feasible to be solved.

#### **2. Planning**

In this step the researcher and the English teacher worked to plan some actions to be implemented in the teaching and learning process based on the problems identified in the previous step. The actions were aimed at improving students' English achievement by using mnemonic. The actions were presented below.

a. Implementing mnemonic to present English materials

In this actions, there were two sub actions. They were: presenting the vocabulary items by using acrostic mnemonic, and presenting the concept of making simple sentences by using acrostic mnemonic.

In the sub action of presenting the vocabulary items by using acrostic mnemonic, the teacher used acrostic to attract the students to know the lists of vocabulary orderly. The example was: the acrostic of “*Sumanto beli wedang jahe trus Frida beli sate*” was for the topic of calendar (days of the week). “*Su*” here was for Sunday, “*man*” here was for Monday, “*to*” here was for Tuesday, “*wed*” here was for Wednesday, “*trus*” here was for Thursday, “*Frida*” here was for Friday, and “*sate*” here was for Saturday.

In the sub action of presenting the concept of making simple sentences by using acrostic mnemonic, the teacher used acrostic to attract the students to know the concept of making simple sentences. The example was: the acrostic of “*Dewi Ayu*” *gak suka es* was for the language function of subjects in making simple sentences and also the auxiliary verbs and the verbs. “*De*” here was for they, “*wi*” here was for we, “*Ay*” here was for I, and “*yu*” here was for you. “*Es*” here meant suffix s or es of the auxiliary verbs and the verbs.

b. Exploring the English materials learned in the class activities

In this action, there were four sub actions. In each sub action, there were two sub actions. The four sub actions were: listening activities, speaking activities, reading activities, and writing activities.

There were two sub actions in the sub action of listening activities. They were: listen and do (giving instruction and responding to the instruction), and listen and write. In the activities of listen and do (giving instruction and responding to the instruction), the teacher asked the students to respond to the English teacher's instructions by doing appropriate actions based on the teacher's instructions and responding to the teacher's instructions by answering the teacher's questions related to the topics. In the listen and write activities, the teacher said the words and the students wrote the words on a paper. These activities were applied to avoid the students make noises after the explanation of the teacher in presenting materials.

There were two sub actions in the sub action of speaking activities. They were: doing role play, and conveying kinds of expressions (doing speaking performances) individually. In doing role play, the teacher called on two students randomly to speak in front of the class. In this activity, the student A asked student B, students B answered student A' questions and vice versa. In this activity, the students could practice the dialogues about the expressions of giving instructions and giving respond with their friend in front of the class and also asking questions about the parts of body. In conveying kinds of expressions (doing speaking performance) individually, the activity was conveying expressions in the spoken form. The difference between the telling expressions activity and the role play activity was that the telling expressions activity was done individually to respond to the teacher's instructions and the role play activity was done in pairs.



There were three sub actions in the sub action of reading activities. They were: drawing pictures and matching words with appropriate pictures, and matching sentences with appropriate pictures. These sub sub actions. In drawing pictures, the drawing pictures based on the information in the simple text. In the matching words with appropriate pictures, the activity was done by matching the words in slice papers and the pictures on the whiteboard and also on the paper given by the teacher. The papers were made randomly so that the activity will be challenging for the students. In the matching sentences with appropriate pictures, the activity was done by matching the sentences and the pictures on the whiteboard and on the paper given by the teacher.

There were three sub actions in the sub action of writing activities. They were: writing words based on the pictures (filling in the blank with correct words based on the pictures), writing words in blank sentences (completing words in a sentence), and writing simple sentences. In writing words based on the pictures (filling in the blank with correct words based on the pictures), the teacher asked the students to fill the blank with correct words based on the pictures. In writing words in blank sentences (completing words in a phrase or a sentence), the teacher wrote the order of days in a week, then she wiped off some of the days, after that teacher asked the students to complete the blank order of the days in a week on the whiteboard. The teacher gave chances to the students that came in front of the class and answered correctly then she gave points to the students. For example: Sunday, (Monday), (Tuesday), (Wednesday), Thursday, (Friday), Saturday. Then, students completed the blank to be Sunday, Monday, Tuesday, Wednesday,

Thursday, Friday, Saturday. Another example was: He (read) a comic. Then students came in front of the class to write “reads” in the blank sentences. In writing simple sentences, the students are asked by the teacher to make simple sentences by arranging the jumbled words on the paper given by the teacher.

c. Using interesting class activities

In this actions, there were three sub actions. They were: singing songs by using rhyme mnemonic, playing games, and asking students to create mnemonic with their version. In the sub action of singing songs by using rhyme mnemonic, the teacher asked the students to sing together with the teacher. In the sub action of playing games, the teacher applied some games to be done by the students. The games were done in a group. In the sub action of asking students to create mnemonic with their version, the teacher asked the students to make mnemonic by themselves. This activity was done to help them easier in memorizing mnemonic made by themselves when they felt difficult to memorize mnemonic made by the teacher.

3. Implementing and observing the actions

In this step, the researcher implemented the actions which had been planned in the previous step (Kemmis and McTaggart (1998) in Burns (2010). The actions were implemented in sixteen meetings (eight meetings in Cycle 1 and eight meetings in Cycle 2). First, the researcher conducted Cycle 1. From the reflection of the Cycle 1, the researcher found some weaknesses. Then the researcher conducted Cycle 2. The researcher also observed and recorded the students’ activities during the teaching and learning process and held interview with

students of grade four after the meetings. The English teacher also helped to observe the class activities. Then the researcher analyzed the results of the observation, field notes, and interviews to know the students' progress (improvement) and to find problems (weaknesses) during the actions.

#### 4. Reflection

In this step, the researcher evaluated the actions that had been conducted in the implementation step (Kemmis and McTaggart, in Burns, 2010). She evaluated the actions by observing the class activities and interviewing students of grade four and the English teacher. The researcher did the evaluation by focusing on the actions that were successful or failed. When the researcher found the action that was failed, she consulted to the English teacher for some improvements.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This study is action research in a natural setting. The purpose of the study is to suggest ways that can help the fourth grade students of SD N 3 Karanganom Klaten improve their English achievement. One of the ways is by using the mnemonic. In this chapter the researcher presents reviews of the identification of the field problems and the possible solutions to solve the problems, the report of the actions done, information about the process of the study conducted in Cycle 1 and Cycle 2 as well as the result of the study. This chapter also presents the quantitative data in mean scores obtained during the study implementation to support the qualitative data.

#### **A. Reconnaissance**

At the beginning of this study, the researcher had a discussion with the English teacher about the learning processes in the 4A class, conducted the interviews with the 4A elementary students, and observed the English teaching and learning processes. The results are presented below.

##### **1. Identification of the field problems**

Based on the discussion and the observation during the study, the researcher identified 25 problems related to the English teaching learning processes in the fourth grade class. The problems are shown in the Table 9 below.

**Table 9: The Field Problems Concerning the Teaching Learning Process of English in the Fourth Grade Students of SD N 3 Karanganom Klaten.**

No	Problems	Code
1.	Some students, especially male students in the back rows, were sleepy during the teaching and learning	S
2.	The teacher did not use other media except whiteboard and board-marker	T
3.	The learning material was taken only from one source namely " <i>Terampil Berbahasa Inggris jilid 4</i> "	LM
4.	The teacher did not give interesting activities to reduce the students' boredom.	TT
5.	In the end of the English learning the teacher did summarize the material.	T
6.	Sometimes the teacher could not present the material completely when the time was over. It is because of the teacher was busy in asking the students to be silent.	T
7.	The teaching method is the same from the first meeting to the last meeting.	TT
8.	Some students were passive	S
9.	Some of the students were difficult to manage, during the English learning; some of the students were fighting.	S
10.	The teacher did not give feedback to the students in the end of teaching and learning	T
11.	The teacher sometimes did not spell and write English words correctly	T
12.	Many students could not memorize well the order of days of the week, months in a year.	S
13.	Many students could not write simple sentences related to daily activities and hobbies.	S
14.	Many students found difficulties in understanding the concept of making simple sentences	S
13.	Some students did not feel challenged during the English activity	S
15.	Some students were not motivated in learning English	S
16.	Some students did not pay attention to the teacher's explanation at class	S
17.	The teacher did not explore the four main skills. The activities were only listening to the teacher's explanation and answering the teacher's questions together.	TT
18.	Some students sometimes made noises during the teaching and learning processes	S
19.	Some students, especially male students did other activities during the teaching and learning process for example: playing paper from their book, walking to their classmate's desks.	S
20.	Some students got bored easily during the English learning.	S
21.	Some of the students, especially male students, they often asked permission to the teacher to go outside the class to throw away the rubbish in group of three, in group of two.	S
22.	Some students were not attracted to the teacher's explanation	S
23.	There was a group of students that were difficult to manage especially the male students who were not willing to write, listen, and also answer the questions from the teacher.	S
24.	Some students were not interested in the teaching and learning processes	S
25.	Some students were afraid of answering the teacher's questions orally	S

*S: Student LM: Learning Media T: Teacher TT: Teaching Technique*

From the table above, it can be seen that the problems occurring in the teaching learning process of English were related to the student, the learning media, the teacher, and the teaching technique. All of the problems in the table above were related to the students' English achievement. During the discussions with the teacher about which problems that she could handle, finally the researcher team selected 13 problems. They are shown in table 10 below.

**Table 10: The Selected Problems**

No	Problems	code
1.	Some students, especially male students from back rows were sleepy during the teaching and learning	S
2.	The teacher did not use other media except whiteboard and board-marker	TT
3.	Many students could not memorize well the order of days of the week, months in a year.	S
4.	Many students could not write simple sentences related to daily activities and hobbies.	S
5.	Some students got bored easily during the English learning.	S
6.	Some students were not interested in the teaching and learning processes	S
7.	Sometimes the teacher did not finish in presenting the materials when the time was over. It is because the teacher was busy in asking the students to be silent.	T
8.	Many students found difficulties in understanding the concept of making simple sentences. They can not make simple sentences, especially sentences related to the topic of "Daily Activity and Hobbies".	S
9.	Some students sometimes made noises during the teaching and learning processes. Some of them, especially male students sometimes tapped the desks during the teaching and learning process.	S
10.	Some students were passive. They did not respond to the teacher's instruction and they were only smiles.	S
11.	Some students did not feel challenged during the English activity. They were sleepy during the teaching and learning process.	S
12.	The teacher did not conducted interesting class activities such as doing game, and singing songs related to the topic to reduce the students' boredom.	TT
13.	The teacher did not explore the four main skills. The activities were only listening the teacher explanation and answering the teacher questions together.	TT

S: Student      LM: Learning Media    T: Teacher      TT: Teaching Technique

## 2. Determining the Actions to Solve the Field Problems

After having discussions with the English teacher, the researcher determined some actions to solve the problems. In conducting the actions, the researcher used three stages of the teaching learning process. They were presentation, practice, and production.

There were three main actions in English learning that were related to the use of mnemonic. First, the teacher presented the English materials by using mnemonic. Second, the teacher explored the English materials learned in the class activities during the implementation of mnemonic. Third, the teacher developed interesting activities during the implementation of mnemonic. The actions can be seen in the table 11 below.

**Table 11: The Actions Applied in Cycle 1**

No	Actions in Cycle I
1.	Implementing mnemonic to present the English materials <ol style="list-style-type: none"> <li>a. Presenting the vocabulary items by using acrostic mnemonic</li> <li>b. Presenting the concept of making simple sentences by using acrostic mnemonic</li> </ol>
2.	Exploring the English materials learned in four main skills: <ol style="list-style-type: none"> <li>a. Listening activities               <ol style="list-style-type: none"> <li>1) Listen and do (giving instruction and responding to the instruction)</li> <li>2) Listen and write</li> </ol> </li> <li>b. Speaking activities               <ol style="list-style-type: none"> <li>1) Doing a role play</li> <li>2) Conveying kinds of expressions (doing speaking performance) individually</li> </ol> </li> <li>c. Reading activities               <ol style="list-style-type: none"> <li>1) Drawing pictures</li> <li>2) Matching words with appropriate pictures</li> <li>3) Matching sentences with appropriate pictures</li> </ol> </li> <li>d. Writing activities               <ol style="list-style-type: none"> <li>1) Writing words based on the pictures (filling in the blank with correct words based on the pictures)</li> <li>2) Writing words in blank sentences (completing words in a phrase or a sentence)</li> <li>3) Writing simple sentences</li> </ol> </li> </ol>
3.	Using interesting class activities: <ol style="list-style-type: none"> <li>a. Singing songs by using rhyme mnemonic</li> <li>b. Playing games</li> <li>c. Asking students to create mnemonic with their versions</li> </ol>

### 3. The Relationship between the Field Problems and the Actions

The actions listed above were used to solve selected problems. The following table shows the field problems which were related to the planned actions.

**Table 12: The Relationship between Field Problems and the Actions**

No	Problems	Actions
1.	<ol style="list-style-type: none"> <li>1. The teacher did not use other media except whiteboard and board-marker</li> <li>2. Many students could not memorize well the order of days of the week, months in a year.</li> <li>3. Many students could not write simple sentences related to daily activities and hobbies.</li> <li>4. Some students were not interested in the teaching and learning processes</li> <li>5. Sometimes the teacher did not finish in presenting the materials when the time was over. It is because of the teacher was busy in asking the students to be silent.</li> <li>6. Many students found difficulties in understanding the concept of making simple sentences.</li> <li>7. Some students sometimes made noises during the teaching and learning processes</li> <li>8. Some students were passive</li> </ol>	<ol style="list-style-type: none"> <li>1. Implementing mnemonic to present the English materials               <ol style="list-style-type: none"> <li>a. Presenting the vocabulary items by using acrostic mnemonic</li> <li>b. Presenting the concept of making simple sentences by using acrostic mnemonic</li> </ol> </li> </ol>
2.	<ol style="list-style-type: none"> <li>1. Some students did not feel challenged in during the English activity. They were sleepy during the teaching and learning process.</li> <li>2. The teacher did not explore the four main skills. The activities were only listening the teacher's explanation and answering the teacher's questions together.</li> </ol>	<ol style="list-style-type: none"> <li>2. Exploring the English materials learned in the class activities:               <ol style="list-style-type: none"> <li>a. Listening activities                   <ol style="list-style-type: none"> <li>1) Listen and do (giving instruction and responding to the instruction)</li> <li>2) Listen and write</li> </ol> </li> <li>b. Speaking activities                   <ol style="list-style-type: none"> <li>1) Doing a role play</li> <li>2) Conveying kinds of expressions (doing speaking performance) individually</li> </ol> </li> <li>c. Reading activities                   <ol style="list-style-type: none"> <li>1) Drawing pictures</li> <li>2) Matching words with appropriate pictures</li> <li>3) Matching sentences with</li> </ol> </li> </ol> </li> </ol>

(continued)



(continued)

		<p>appropriate pictures</p> <p>d. Writing activities</p> <ol style="list-style-type: none"> <li>1) Writing words based on the pictures (filling in the blank with correct words based on the pictures)</li> <li>2) Writing words in blank sentences (completing words in a phrase or a sentence)</li> <li>3) Writing simple sentences</li> </ol>
3.	<ol style="list-style-type: none"> <li>1. Some students, especially male students from back rows were sleepy during the teaching and learning</li> <li>2. Some students got bored easily during the English learning.</li> <li>3. The teacher did not conducted interesting class activities such as doing game, and singing songs related to the topic to reduce the students' boredom.</li> </ol>	<ol style="list-style-type: none"> <li>3. Using interesting class activities:               <ol style="list-style-type: none"> <li>a. Singing songs by using rhyme mnemonic</li> <li>b. Playing games</li> <li>c. Asking students to create mnemonic with their versions</li> </ol> </li> </ol>

The first action, implementing mnemonic to present the English materials, aimed at helping the teacher to present the English materials to the students and to build their understanding of the words, to help the students understand the concept of making simple sentences and then to help students make the simple sentences. The second action, exploring the English materials learned in the class activities, was applied to help the students improve their English four main skills. They are: listening, speaking, reading, and writing. This action also aimed to control the students' disruptive behaviour. The third action was developing interesting activities to avoid the students' boredom during the teaching and learning process.

## **B. Implementation of the Actions**

### **1. Reports on Cycle 1**

The teaching and learning process of Cycle 1 was conducted in eight meetings. In each meeting, the mnemonic was used to help students to memorize

the English school subject materials, to understand the concept of making simple sentences and to use the concept to make simple sentences. The use of mnemonic was accompanied by other actions that supported the mnemonic in improving the students' English achievement.

#### **a. Planning**

After formulating the field problems and designing the actions, the research team made a course grid to be used in the Cycle. Then, they selected the materials that would be used. The materials were taken from some books namely *Kreatif Berbahasa Inggris 4*, *English Hooray for Elementary School Students Grade 4*, *Basic English Primary 4*, *Grow with English 4*, and *Speed Up English 4*. There were four topics that would be taught namely *Calendar*, *Parts of the Body (senses)*, *Daily Activities*, and *Hobbies*. After that, they decided the activities of the teaching and learning process. The use of mnemonic was accompanied by other activities throughout the teaching and learning process. The researcher decided to use *PPP (Presentation, Practice, Production)* procedure in delivering the materials.

The research team conducted the mnemonic in the three stages. In the presentation stage, the researcher presented the materials that included the concept of making simple sentences and introduced the vocabulary and the use of mnemonic. In the practice stage, the students practiced the use of mnemonic in understanding the materials such as the vocabularies, the concept of making simple sentences, and making simple sentences. In the production stage, the students were asked to mention some vocabulary orderly and to make simple sentences by using

mnemonic. After that, the researcher gave feedback on their performance. The plans discussed above were expected to create the following conditions.

- 1) The students could memorize the vocabularies (days in a week, and months in a year) orderly by using mnemonic (cognitive aspect).
- 2) The students could understand the concept of making simple sentences by using mnemonic (cognitive aspect).
- 3) The students could make simple sentences correctly by using mnemonic (cognitive aspect).
- 4) The students were motivated and interested in learning English (affective aspect).
- 5) The students could give attention to the teacher's explanation during the English teaching and learning (affective aspect).
- 6) The students could respond to the teacher's instruction (Answering the teacher's questions) (psychomotor aspect)).
- 7) The students could do appropriate actions based on the teacher's instructions ( writing, and doing "Simon Says" game (psychomotor aspect)).

The actions that would be implemented in Cycle 1 were formulated as follows in the table 13 below:

**Table 13: Actions in Cycle 1**

No	Actions in Cycle 1
1.	Implementing mnemonic to present the English materials a. Presenting the vocabulary items by using acrostic mnemonic b. Presenting the concept of making simple sentences by using acrostic mnemonic
2.	Exploring the English materials learned in four main skills: a. Listening activities 1) Listen and do (giving instruction and responding to the instruction) 2) Listen and write b. Speaking activities

(continued)

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	1) Doing role play 2) Conveying kinds of expressions (doing speaking performances) individually c. Reading activities 1) Drawing pictures 2) Matching words with appropriate pictures 3) Matching sentences with appropriate pictures d. Writing activities 1) Writing words based on the pictures (filling in the blank with correct words based on the pictures) 2) Writing words in blank sentences (completing words in a phrase or a sentence) 3) Writing simple sentences
<b>3.</b>	Using interesting class activities: a. Singing songs by using rhyme mnemonic b. Playing games c. Asking students to create mnemonic with their versions

### **b. Implementation and Observation**

Cycle 1 was conducted in four meetings. The first meeting was held on October 16<sup>th</sup> 2012, the second meeting was on October 23<sup>th</sup> 2012, the third meeting was on October 30<sup>th</sup> 2012 and the fourth meeting was on November 6<sup>th</sup> 2012. The teacher acted as the teacher who taught the students and also acted as a collaborator while the researcher acted as an observer. The focuses were on the vocabulary and the use of simple sentences on given topics of *Calendar*, *Parts of the Body*, *Daily Activities* and *Hobbies*. The topic of *Calendar* was conducted in the first and second meeting. The topic of *Parts of Body* was conducted in the third and the fourth meeting. The topic of *Daily Activities* was conducted in the fifth and sixth meeting. The topic of *Hobbies* was conducted in the seventh and eighth meeting. When the teacher was teaching, the researcher that acted as an observer observed the teaching and learning process and noted it down. The implementation of the actions was discussed as follows.

### 1. Implementing Mnemonic to Present the English Materials

In this study, the implementation of mnemonic can be seen in some activities related to English learning. Here, the English teacher used mnemonic as the technique in presenting the English materials and used it as the tool to measure the students' ability in mastering the English materials. There were two steps done by the English teacher when she presented the English materials by using mnemonic. The first was presenting the vocabulary items by using acrostic mnemonic. The second was presenting the concept of making simple sentences by using acrostic mnemonic.

#### a) Presenting vocabulary by using acrostic mnemonic

During the presentation of the vocabulary by using mnemonic, the teacher used acrostic to attract the students to know the lists of vocabulary orderly. For example to introduce the acrostic of "*Sumanto beli wedang jahe trus Frida beli sate*" was used for the topic of *Calendar* (days of the week). "*Su*" here was used for Sunday, "*man*" here was used for Monday, "*to*" here was used for Tuesday, "*wed*" here was used for Wednesday, "*trus*" here was used for Thursday, "*Frida*" here was used for Friday, and "*sate*" here was used for Saturday. During the presentation of the vocabulary by using acrostic mnemonic, the finding shows that the students were interested in the vocabulary that is presented by using acrostic mnemonic. The students' response to the action given is presented below.

R: *"Bagaimana tadi di kelas? mnemoniknya lucu kan?"* ("How is it at class last time?" "The Mnemonic is funny, right?")

SS: *"Iya Miss, apalagi yang Sumanto beli wedang jahe tadi unik miss."*

*"Lucu." "Haha."* ("Yes, Miss." "It is funny especially the mnemonic Sumanto beli wedang jahe." "It is funny." "Haha")

R: *"Tadi paham kan kalau ET mengajarkan pakai mnemonik?"* ("You understand the materials given by the teacher with using mnemonic, right?")

SS: *"Paham Miss."* ("Yes. We understand.")

(Appendix C/ Interview Transcripts 13)

Besides, the use of mnemonic to present the vocabulary could make the students memorize the vocabulary easily. It can be seen from the student's response below.

SS: *"Akrostik mnemonik (jembatan keledai) yang diterangkan Bu guru memudahkan saya untuk menghafal kata yang banyak miss."*

SS: ("The acrostic explained by the English teacher can help me to memorize a lot of vocabularies.")

(Appendix C/ Interview Transcripts 13)

However, some other students did not pay attention to the teacher's explanation during the teaching and learning at class. Below is the quotation of the field notes that shows the problem above.

*Tetapi R melihat ada beberapa SS yang lama kelamaan menjadi bosan. Saat ET menjelaskan mnemonik di papan tulis, R juga melihat beberapa murid laki-laki yang tidak memperhatikan penjelasan dari ET.*

(However R sees that there are some students that are getting bored. When ET explains the mnemonic on the whiteboard, R also sees that there are some male students that do not pay their attention to ET.)

(Appendix B/ Field Notes 10)

Besides, there was another finding that shows that the students found difficulties in memorizing the vocabularies since the time given was only five minutes. They needed more time to do this activity as seen in the quotation of the field notes below.

*ET menyuruh SS menghafal kosakata dan konsep pembuatan kalimat sederhana yang terpampang di kertas gambar manila yang ditempel di papan tulis. “Nah coba kalian hafalkan kata-kata dan konsep ini dalam waktu 5 menit ya.” “Wah bu, lha kok sedikit sekali waktunya.” Beberapa SS protes. “Ya, dicoba dulu nanti ibu tunjuk satu satu maju di depan kelas mengisi kata-kata yang ibu hapus tadi.” Jawab ET tegas.*

(The English teacher asks the students memorize the vocabularies and the concept of making simple sentences, they are on the paper in the whiteboard. “Try to memorize the vocabularies and the concept of making simple sentences in 5 minutes.” “The time is limited, ma’am.” Some of the students complains. “Try to do it, then I point you to come in front of the class filling the words I erased last time.” Answer the English teacher.)

(Appendix B/ Field Notes 10)

The finding can be strengthened by the students’ responses in the quotation of the interview transcripts. The interview transcripts can be seen below.

R: *“Tadi sewaktu disuruh menghafal kata-kata di papan tulis adik merasa kesulitan tidak?”* (“Do you feel difficulty when memorizing the vocabularies on the whiteboard?”)

SS: *“Iya Miss.” “Kata-katanya banyak tetapi waktu yang diberikan sedikit itu ya tidak adil Miss.”* (“Yes, Miss”. “It is because the the vocabularies are more than the time given.” “It is not fair.”)

(Appendix C/ Interview Transcripts 13)

Besides, the students found difficulties in spelling the vocabularies. The finding can be seen as follows in the field notes.

*Setelah semua kata selesai di presentasikan, ET menyuruh SS untuk membaca semua kata yang ada pada gambar mnemonik (jembatan keledai). Kata yang ditunjuk ET harus dibaca nyaring oleh SS sehingga ET dapat meneliti pelafalan SS. Ketika ET menunjuk kata knee, sebagian besar SS membacanya dengan lafal /keni:/. Lalu ET mengoreksi pengucapan SS, “Bukan /kni:/ Ya anak-anak, tapi /ni:/.” Kata ET sambil menyuruh SS menirukannya. /ni:/ kata SS.*

(After the materials have been presented, the English teacher asks the students to read all the words in the mnemonic pictures. The words pointed by the teacher must be read sonorantly by the students. So that, the English teacher can check the students’ pronunciation. When the teacher points the word “knee”, most of the students read it with /keni:/ pronunciation. Then the English teacher checks the students’ pronunciation, “It is not /kni:/ but /ni:/” say the teacher while asking the students to follow her. “/ni:/” said the students.)

(Appendix B/ Field Notes 11)

From the quotation above, the researcher found some progresses during this action. They were: the students were interested in the vocabulary that was presented by the use of acrostic mnemonic. The acrostic mnemonic could help the students memorize the vocabulary easily. However, the researcher still found some problems during this action. They were: the students especially the male students in the back row still did not pay their attention to the teacher, the students were not ready to memorize all the vocabularies in the mnemonic in a short time, and the students found difficulties in spelling the vocabulary.

- b) Presenting the concept of making simple sentences by using acrostic mnemonic

During the presentation of the concept of making simple sentences by using mnemonic. The teacher used acrostic to attract the students to know the concept of making simple sentences. The example was: the acrostic of "*Dewi Ayu*" *gak suka es* was for the subjects of the concept of simple sentences and also the auxiliary verbs and the verbs. "*De*" here was for they, "*wi*" here was for we, "*Ay*" here was for I, and "*yu*" here was for you. "*Es*" here meant suffix s or es of the auxiliary verbs and the verbs. During the presentation of the concept of making simple sentences, the students were interested in the explanation by using mnemonic. Below is the field notes that shows that the students were interested in the explanation by using mnemonic.



*Saat ET menjelaskan tentang konsep membuat kalimat sederhana dengan menggunakan jembatan keledai. R melihat ada beberapa murid berkata "hahahaha...lucu pakai Dewi Ayu segala Bu." kata murid. "Iya dong, lucu kan." Jawab ET. "Iya Bu lucu, unik yo cah." Jawab murid sambil bertanya kepada teman-temannya. "Iya". Jawab teman teman mereka. "Ya sudah kalau lucu sekarang kalian perhatikan papan tulis ya." Kata ET. "Iya bu." Jawab SS. (While the English teacher explains the concept of making simple sentences by using the mnemonic. The researcher sees some of the students that say "hahahaha...it is funny to use "Dewi Ayu" ma'am." "Yes of course, it is funny, right?" answer the English teacher. "Yes, ma'am it is funny." "It is funny, right guys?" answer the students while asking to their classmates. "Yes." Answer their classmates. "Alright, if it is funny, pay attention to the whiteboard." Say the English teacher. "Yes, Ma'am." Answer the students.)*

(Appendix B/ Field Notes 10)

Besides, the finding also shows that the students could memorize the concept of making simple sentences and write simple sentences. It can be shown from the students' response to the interview below.

*SS: "Menghafalkan konsep kalimat sederhana sebenarnya susah Miss, cuma tadi berkat adanya jembatan keledai, menghafalnya jadi mudah Miss." ("Memorizing the English concept of making simple sentences is really difficult, but by the helping of the mnemonic "acrostic", the memorizing activities become easier.")*

(Appendix C/ Interview Transcripts 14)

On the other hand, the researcher found a problem that was the same with the problem in the presentation of the vocabulary by using acrostic mnemonic. The problem was that some students did not pay attention to the teacher's explanation during the teaching and learning at class as seen in the following quotation of the field notes below.

*Saat ET menjelaskan mnemonik di papan tulis, R melihat beberapa murid terutama murid laki laki yang masih terlihat tidak memperhatikan penjelasan dari ET. R juga melihat ada beberapa murid laki-laki di deretan belakang bercanda dengan teman sebangkunya sedang murid-murid lain yang di deretan belakang bermain kertas sobekan dari buku mereka untuk dibuat pesawat mainan. (When the English teacher explains about mnemonic on the whiteboard, the*

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researcher sees some students, especially the male students in the back row, still do not pay attention to the English teacher. The researcher also see some male students in the back row have chat with their classmates, besides there are some students in the back row that playing paper ripped from their books to be made plane toys.)

(Appendix B/ Field Notes 10)

From the quotation of the field notes and interview transcripts above, it can be seen that the students were interested in the use of mnemonic “acrostic” for the explanation of the concept of making simple sentences, it can also be seen that the presentation of the concept of making simple sentences in each topic by using the acrostic mnemonic could help the students to memorize the concept of making simple sentences in each topic easily. However, some students especially the male students in the back row still did not pay their attention to the teacher. The students also did something in the back row like making plane toys from paper, and they also joked with their classmates during the teaching and learning process.

## **2. Exploring the English Materials Learned in Four Main Skills**

The activity was conducted after the English teacher presented English materials especially the materials that were related to the vocabuularies and the concept of making simple sentences. It encouraged the students to apply their English material mastery in listening, speaking, reading, and writing activities. This finding can be seen in details below.

a. Listening activities

1. Listen and do (giving instruction and responding to instruction)

In this action, the teacher asked the students to respond to the teacher's instruction by answering the teacher's questions and to do appropriate actions based on the teacher's instructions that were related to the topic. Here, the students could respond to the English teacher's instructions by doing appropriate actions based on the teacher's instructions and answering the teacher's questions.

This finding can be shown from the quotation and the photograph below.

*ET kemudian mengajarkan tentang "Giving Instruction" dan "Responding or Listen and Do". Materi ini masih berhubungan dengan "Parts of Body" yang lebih khusus ke "Senses" atau indera. "This is nose" \*sambil menunjuk hidung\* Kata ET. "This is nose" \*menunjuk hidung. Respon SS secara serempak. "Yak, pintar." Kata ET. "Sekarang saat Ibu Guru bilang "touch your nose" apa yang kalian lakukan?" Tanya ET. "Pegang hidung bu." \*sambil memegang/menyentuh hidung. Jawab salah satu SS. "Yak betul, Marcel." ET kemudian memberikan perintah lagi kepada SS. "Stamp your feet." Beberapa murid tampak kebingungan dan kemudian mereka melihat murid-murid lain sedang menghentakkan kedua kakinya kemudian mereka menirukannya.*

(The English teacher then teaches about "Giving Instruction" and "Responding or Listen and Do". This materials are still related to the "Parts of Body" that are specifically related to "Senses". "This is nose." \*while pointing nose\* say the English teacher. "This is nose." \*pointing nose\*. Respond the students together. "Yes, you are clever." Say the English teacher. "Right now, when I says "touch your nose", then what will you do?" say the English teacher. "Touch the nose, ma'am." \*while touching their nose\* answer the students. "Yes, you are right Marcel." The English teacher then gives instructions again to the students. "Stamp you feet." Some of the students seem confused and then they see other students that are stamping their feet then they follow the other students.)

(Appendix B/ Field Notes 11)



Figure II: The Photograph of the Actions of Listen and Do

From the quotation above, it can be stated that the students could respon to the teacher by answering the teacher's questions and do appropriate actions based on the teacher's instructions related to the topic. Here, the students were expected to understand what the teacher said in order to do the instructions in the correct way. In this case, the students' knowledge about the materials of *Parts of the Body or Senses* was important.

## 2. Listen and write

During the teaching and learning process, the teacher gave *listen and write* activities. Here the teacher said the words and the students had to write the words on the whiteboard. It was applied to avoid the students' noises after the explanation of the teacher in presenting materials. The finding shows that the students were afraid of making noises. It was because the students tried to memorize the materials after the teacher finished in presenting the materials. The finding can be seen in the quotation of the field notes and the two photographs below.

*Saat ET sedang menjelaskan materi, SS masih membuat gaduh terutama di deretan belakang. Setelah ET mengumumkan bahwa akan ada aktivitas yang akan dinilai sesudah materi selesai dijelaskan oleh ET, SS mendadak diam sejenak kemudian berusaha untuk memperhatikan penjelasan guru dan mencoba mencatat untuk dihapalkan. Selama ada pengumuman aktivitas yang akan dinilai yang disampaikan ET, sejak saat itu SS tidak segaduh seperti sebelumnya.*

(When the English teacher is explaining the materials, the students still make noises especially the students in the back row. After the English teacher announces that there will be activities that will be marked after explaining the materials, the students suddenly shut up for a while then they try to pay attention to the teacher's explanation and to take notes the materials to memorize. While there is an announcement that there will be the activities that will be marked by the teacher, at that time the students did not make noises as before.)

(Appendix B/ Field Notes 11)



Figure III: The Photograph of the Action of Listen and Write part 1

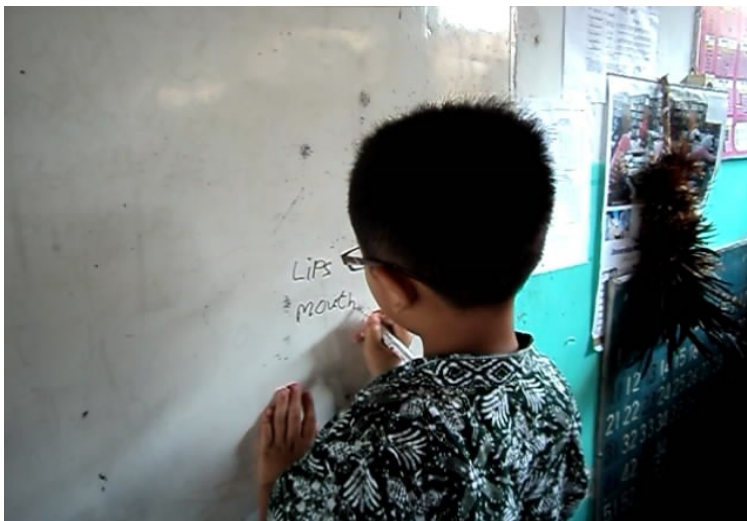


Figure IV: The Photograph of the Action of Listen and Write part 2

Besides, the students could do the activities of *listen and write* well. It was because the students tried to study when the teacher said that there would be activities that would be marked after her explanation of the materials finished. Below is the field notes that shows that the students could do the activities of *listen and write* well.

*Setelah penjelasan materi dari ET selesai, ET kemudian menyuruh S untuk mengeluarkan kertas sobekan. "Ayo dikeluarkan kertas sobekannya." "Buku-buku dimasukkan di tas." "Tidak boleh ada yang mencontek." Kata ET. "Iya bu." jawab S. "Ya tulis kata-kata yang ibu sebutkan dengan tulisan yang benar!" "Nomor satu: Monday, nomor dua Friday (hingga nomor sepuluh)." Kata ET. Kemudian S menulis jawaban di kertas sobekan dalam waktu yang ditentukan ET yaitu 10 menit. Setelah mereka selesai mengerjakan, kemudian kertas sobekan tersebut ditukar dengan teman-teman sebangku dan kemudian dinilai. Setelah dinilai, kemudian ET memanggil siswa yang koreksiannya banyak benarnya. Dari 43 siswa, terdapat kurang lebih 30 siswa dengan jawaban benar, kemudian terdapat kurang lebih 9 siswa yang menjawab tetapi pengejaannya masih salah, dan sisanya menjawab dengan ada bagian bagian yang tidak dijawab.*

(After the explanation of the materials from the English teacher have been finished, the English teacher then asks the students to take the paper out. "Take your paper out." "The books are kept in the bag." "It is forbidden to cheat." Say the English teacher. "Yes, ma'am." Answer the students. "Please write what I say with the correct words!" "Number one: Monday, number two: Friday (until number ten)." Say the English teacher. Then the students write the answer on the paper in the available time given by the teacher, it is ten minutes. Then they have finished to write, then the paper change with the other classmates' paper then marked. After marked, the the English teacher call the students that have the most correct answers. From 43 students, there are at least 30 students that have the most correct answers, then there are at least 30 students that answer correctly but there are some incorrect answers. Then there are at least 9 students that some numbers are answered and other numbers are not answered.)

(Appendix B/ Field Notes 10)

From the quotation of the field notes above, it can be inferred that the students stopped making any noises when the teacher said that there were activities that would be marked. In this activity, most of the students could write the words based on what the teacher said correctly.

b. Speaking activities

In the speaking activities, the instructional tasks included doing a role play in front of the class and conveying kinds of expressions (doing speaking performances) individually in front of the class. For the detailed information, these findings can be shown below.

1) Doing a role play

The role play was done in pairs in front of the class. In the role play activity, the teacher called on two students randomly to speak in front of the class. In this activity, the student A asked student B, then student B answered student A' questions and vice versa. The materials that were explored in this activity included *Parts of the Body, Face, and Senses* such as “nose, foot, hand, knee, shoulder, see the rainbow with eyes, listen and hear the music with ears”, and kind of activities done by the body such as “clap, kick, hold, stamp”. In this activity, the students could do the role play about the expressions of giving instructions and the responses with their friend in front of the class and could also ask questions about the Parts of the Body correctly as seen in the field notes below and the activity can be seen in the photograph below.

*Untuk aktivitas speaking skill, ET menunjuk 2 orang SS secara acak menjadi berpasang-pasang laki-laki dan perempuan. ET kemudian memberikan contoh percakapan sebelum ET menunjuk SS maju ke depan. “What is this?” \*menunjuk hidung\* tanya ET. “This is nose” jawab SS. “Clap your hand!” kata ET. \*prok prok prok, tanggapan SS. Setelah 20 SS/ 10 pasang SS ditunjuk untuk melakukan role play secara berpasangan. Beberapa SS terutama 12 SS/ 6 pasang SS bisa melakukan role play dengan benar. Ada 8 SS/ 4 pasang SS tidak bisa melakukan role play dengan baik dan benar. Banyak SS yang sudah mendapatkan giliran role play membuat kelas gaduh dengan berkejar-kejaran hingga membuat mainan kertas di dalam kertas sehingga mengganggu konsentrasi SS yang sedang melakukan role play di depan kelas.*

(For the speaking skill, the English teacher points two students randomly to be

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partner of male and female students. the English teacher then give the examples of the dialogues before the English teacher points the students to come in front of the class. “what is this? \*pointing nose\* ask the English teacher. “This is nose.” Answer the students. “Clap your hands!” say the English teacher. \*prok prok prok\* respond the students. After 20 students or ten partner students pointed by the teacher to do role plays in two. Some students especially 12 students or 6 partner students can do the role plays correctly. There are 8 students or 4 partner students can not do the role play correctly. There are a lot of students that have been done the role play that make noises with running in the class with other students so that it disturb the other students’ concentration that are doing role play in front of class.)

(Appendix B/ Field Notes 11)



Figure V: The Photograph of the Action of Doing A Role Play

From the quotation above, it can be inferred that the students could do this activity in the right way. On the other hand, the role play activity was not effective to be conducted in the big class because the teacher found difficulties in controlling the students who had already gotten a turn in the role play, especially the students that were difficult to manage. Here, the students tended to make noises and bother their friends who were doing the role play. This finding is supported by the teacher’s responses to the interview as quoted below.



R: *“Menurut Ibu bagaimana dengan aktifitas role play berpasangan tadi Bu?” “Apakah bisa membantu siswa tampil percaya diri dalam berbahasa Inggris?”* (“What is your opinion about this role play in pairs, Ma’am?” “Can it help the students’ confidence in their performances during the English learning?”)

T: *“Role play tadi sangat membantu sekali buat murid-murid untuk tampil percaya diri berbicara bahasa Inggris di depan kelas.” “Tapi mbak tahu sendiri saya tadi kewalahan menghadapi murid-murid yang sudah mendapat giliran role play malah berlarian dan mengganggu teman-temannya yang sedang dapat giliran role play sedangkan saya sendiri juga harus mengambil nilai dari giliran role play yang berlangsung.”* (“The role play is very helpful to the students for making them confident in speaking English in front of the class.” “However, you can see Miss that I the times to handle the students that had already had a turn to have a role play.” “They like to run anywhere in the class and disturb other students who are having a turn to do the role play.” “Besides, I must get the scores from the students that are having a turn to do the role play while seeing other students disturb the other students, especially the students that are having the turn to do the role play.”)

(Appendix C/ Interview Transcripts 15)

From the quotation above that the role play could help the students be more confident in speaking English in front of the class. On the other hand, the role play was not appropriate to do in a big class because the teacher had no more strength to handle the students especially the students that were difficult to manage that had gotten the turn of the role play.

## 2) Conveying kinds of expressions (doing speaking performance) individually

This activity was the same as the role play activity. The difference between this activity and the role play activity was that this activity was done individually to respond to the teacher’s request/ questions related to the topics. While, the role play activity was done in pairs. The finding shows that most of the students could do this activity correctly as seen in the quotation of the field notes below.

*“Coba sekarang tanggal berapa?” Tanya ET. “Tanggal 5 Bu.” Jawab SS. “Ya no absen 5 silahkan maju ke depan.” Banyak dari murid-murid yang terlihat tegang dan tampak tenang saat aktifitas ini dilakukan. Banyak dari mereka yang menjawab pertanyaan guru bahasa Inggris dengan benar. Tidak nampak satu murid pun yang ramai atau tidak memberikan perhatiannya kepada ET. “Ya, fani.” “Sekarang Ibu mau bertanya, dengarkan baik-baik ya?” Tanya ET. “Iya Bu.” Jawab SS. “What is your daily activity from morning to go home?” Tanya ET. “Emmm, I get up at 5 o’clock, after that I take a bath, after that I pray.” Jawab SS.*

*(“What date is today?” ask the English teacher. “It is 5th, Ma’am.” Answer the students. “The student with student’ number 5 please come in front of the class.” It seems that most of the students nervous and calm when this activity is conducted. Most of them can answer the teacher’s questions correctly. There do not seem the student that makes noises or did not give the attention to the English teacher. “Fany, I will ask you. Listen carefully.” Ask the English teacher. “Yes, Ma’am.” Answer the students. “What is yuor daily activity from morning to go home?” Ask the English teacher. “Emmm, I get up at 5 o’clock, after that I take a bath, after that I pray.” Answer the student)*

*(Appendix B/ Field Notes 11)*

In this quotation, it can be inferred that most of the students could do this activity correctly. In conducting the action, the teacher applied the random system. It was done to make the students keep their attention to the activities.

### c. Reading activities

The class activities that included in the reading skill were: drawing pictures based on the simple text, matching the random pictures with the correct words, matching the random pictures with the correct sentences. Findings can be seen in the following.

#### 1) Drawing pictures

In this activity, the teacher asked the students to draw the pictures related to the topics. The goal of this activity was to make the students indirectly memorized the vocabularies related to the topic through drawings. The finding shows that the

students were enthusiastic in this activity. Below is the field notes that shows that the students were enthusiastic in the activity.

*Setelah memberikan materi, kemudian ET menyuruh SS untuk menggambar wajah berdasarkan instruksi diberikan oleh ET. Aktifitas ini dilakukan secara individu. Aktifitas ini membuat SS antusias. Tetapi sebaliknya ada beberapa murid yang berjalan ke sana kemari melihat gambar dari teman lain dan membuat gaduh sehingga mengganggu kelas lain.*

(After presenting the materials, then the English teacher asks the students to draw face based on the instruction from the English teacher. This activity is done individually. This activity makes the students enthusiastic. However, there are some students that take a walk to look at the other students' drawings and make noises. So that, they disturb other classes.)

(Appendix B/ Field Notes 11)



Figure VI: The Photograph of the Action *Drawing Pictures*

Besides, most of the students could memorize the materials related to Parts of the Body to describe the physics and the function of the physics of person well. It can be seen from the number of pictures drawn by the students in the correct way. There were only 11 students that drew incompletely. This finding can be seen in the field notes below.

*Setelah 20 menit ET memberikan waktu untuk mengerjakan, akhirnya ET menyuruh SS untuk mengumpulkan hasil gambar. "Ayo sekarang gambar-gambaranya dikumpulkan ke depan." Kata ET. "Sebentar bu, belum selesai." Jawab SS. "Lha tadi melakukan apa kok belum selesai?" Tanya ET. "Tadi saya jalan-jalan bu lihat gambar teman lain." Jawab SS. "Ya sudah sekarang dikumpulkan apa adanya." Kata ET. Setelah hasil gambar dicocokkan oleh ET dan R, ternyata dari 43 SS terdapat 20 yang menggambar dengan komplit, ada 12 yang menggambar agak lengkap. Dan ada 11 SS yang menggambaranya kurang lengkap.*

(After 20 minutes, finally the English teacher asks the students to gather the drawings. "Gather the drawings in front of the class, please." Say the English teacher. "Wait a minute, Ma'am." "I have not finished my drawing yet." Answer the students. "What are you doing last time if you have not finished your drawing?" ask the English teacher. "Last time I saw other classmates' drawing ma'am." Answer the students. "Alright, please gather the drawings just the way they are." Say the English teacher. After the drawing have been checked by the teacher and the researcher, in fact from the 43 students, there are 20 students with complete drawings and there are 12 students with rather complete drawings and there are 11 students with incomplete drawings.)

(Appendix B/ Field Notes 11)

However, the available time was not enough to make them finish the drawings on time, and also the activity could cause some students took an opportunity to take a walk to other students that could disturb other students' concentration. So that, other students could not finish the drawings on time as seen from the field notes below.

*Sesaat setelah kelas selesai, ada SS perempuan yang mengadu kepada ET tentang hal kenapa hasil gambar mereka tidak selesai tepat waktu. "Bu, tadi itu lho Bu si itu ganggu saya." Kata SS kepada ET. "Oh yang mana?" Tanya ET. "Itu Bu si Bagas, Marcel, sama Galih Bu tadi gangguin terus." "Jadi saya tadi jadi gak bisa konsentrasi." Jawab SS.*

(A moment after the teaching learning process finished, there is a female student that complains to the English teacher about her incomplete drawing. "Ma'am, they disturbed me last time." Say the students to the English teacher. "Oh, which one?" ask the English teacher. "Bagas, Marcel, and Galih disturbed me last time Ma'am." "So I can not concentrate." Answer the student.

(Appendix B/ Field Notes 11)

From the quotation above, the students could draw the pictures based on information in the simple text. Besides, drawing the pictures related to the topics could cause the students be enthusiastic. However, the drawing activity was not effective when the teacher did not give allocation time to the students.

## 2) Matching words with appropriate pictures

The activity was done by matching the words in small cards with the pictures in the whiteboard. The teacher spreaded the cards randomly so that the activity would be challenging for the students. In this activity, the teacher also asked the students to match the random pictures with the random words on the paper that was given by the teacher. In this activity, the students were happy and wanted to have chances to come in front of the class to do the matching words with appropriate pictures and also they smiled while matching pictures with appropriate words on the paper as seen in the field notes below and the activity can be shown from the photographs below.

*ET menempel gambar-gambar Parts of the Body di papan tulis. ET kemudian menunjuk siswa secara acak. Dalam aktifitas ini semua murid mendapatkan kesempatan untuk maju ke depan dan waktunya juga masih sisa 10 menit. Tampak dari ekspresi murid-murid yang senang dan ingin paling cepat mendapat giliran maju ke depan. ET memberikan kesempatan bagi SS untuk menjadi siapa yang menjawab dengan benar. Dari total 43 SS yang maju, 32 anak menjawab dengan benar, 9 SS menjawab salah, dan 2 murid tidak bisa menjawab tapi tetap tersenyum melihat gambar. Selain itu, R melihat SS tersenyum dan terlihat senang mengerjakan mencocokkan gambar acak dengan kalimat acak di kertas yang diberikan oleh ET. Dalam aktifitas-aktifitas ini murid-murid memang gaduh tetapi terkendali.*

(The English teacher sticks the drawings of “Parts of Body” on the whiteboard. The English teacher then points the students randomly. In this activity, all students get a chance to come in front of the class and the time is still 10 minutes. It seems that the students’ expressions are happy and they want to be the fastest one that has a turn to come in front of the class. the English teacher gives a chance for the students that can answer correctly. From 43 students, there are 33 students with correct answers, there are 8 students with incorrect answers and there are 2

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students that do not answer the teacher's questions but they keep smiling looking at the drawings. The researcher sees that the students smiles while matching random words with appropriate pictures. In these activities, the students make noises but it can be handled by the teacher.)

(Appendix B/ Field Notes 11)



Figure VII: The Photograph of the Action of Matching Words with Appropriate Pictures Part 1



Figure VIII: The Photograph of the Action of Matching Words with Appropriate Pictures Part 2

#### 1) Matching sentences with appropriate pictures

The other reading activity was matching sentences with the appropriate pictures. The activity was done by matching random sentences and random

pictures on the whiteboard. In this activity, the teacher also asked the students to match the random sentences with the random pictures on a paper given by the teacher. In these activities, the matching sentences with the appropriate pictures did not consume the available time and made the students be more enthusiastic. The finding can be shown in the quotation of the field notes below and the activity can be seen in the photograph below.

*ET dibantu oleh R dan murid-murid memasang/ menempel gambar-gambar yang telah diajarkan sebelumnya. Gambar-gambar yang ditempel berupa Daily Activities yang tampak acak dan ET menyiapkan kertas juga secara acak yang masing masing kertas ada kalimatnya. ET menyuruh SS untuk memasang kertas kertas yang berisi kalimat tadi ke potongan gambar-gambar tadi dengan benar di papan tulis. Murid-murid terlihat lebih antusias dibandingkan aktifitas sebelumnya yang berupa drawing pictures. Dalam aktifitas ini, ET menunjuk siswa secara acak agar terkesan menegangkan tapi menyenangkan karena didukung banyaknya gambar-gambar. Dalam aktifitas ini semua murid mendapatkan kesempatan untuk maju ke depan dan waktunya juga masih sisa 10 menit. Dari total 43 SS yang maju, 32 anak menjawab dengan benar, 9 SS menjawab salah, dan 2 murid tidak bisa menjawab. Dalam aktifitas ini murid-murid memang gaduh tetapi terkendali.*

(The English teacher, helped by the researcher and the students stick the drawings that have been taught before. The pictures are related to *Daily Activities* that are stucked randomly, the English teacher prepares the papers randomly that there is a sentence in each paper. The English teacher asks the students to match the papers that there is a sentence in each paper with the random drawings on the whiteboard correctly. The students seem enthusiastic in this activity than in the previous activity (drawing activity). In this activity, the English teacher points the tsudents randomly to make the atmosphere be nervous but exciting because of supported by pictures. From 43 students, there are 32 with correct answers, there are 9 students with incorrect answers, and there are 2 students that can not answer. In this activity, the students make noises but it can be handled by the students.)

(Appendix B/ Field Notes 12)

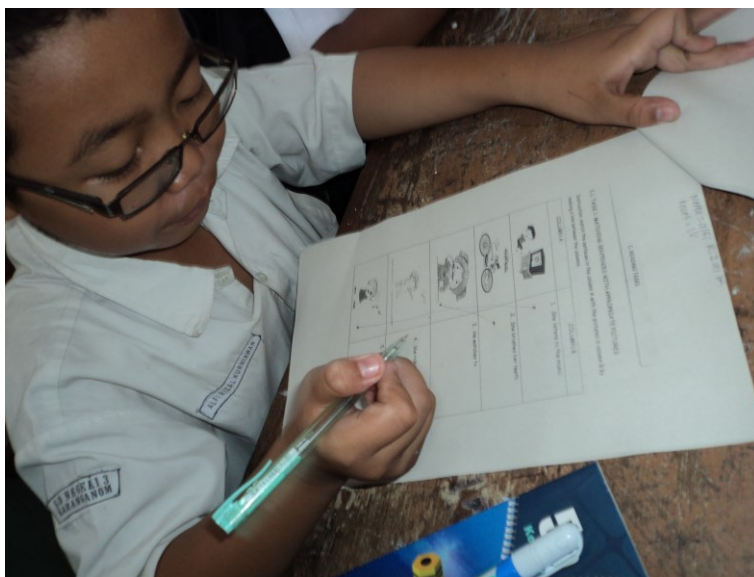


Figure IX: The Photograph of the Action of Matching Sentences with Appropriate Pictures

Besides that finding, there is another finding. The finding shows that the students' memorization abilities can effect the students' understanding of the materials given. Below is the students' responses to the action.

R: "Tadi waktu Bu Anik memberikan aktifitas mencocokkan tadi pada bisa gak dek?" (*"Can you do the matching test given by the teacher?"*)  
 SS (Bagas, Galih, Ivan, Marcel, Arya, Singgih, Rizal, Guntur, Daniel): "Bisa, Miss Ayu." (*"Yes, we can Miss Ayu."*)  
 R: "Oh gitu, lha yang bikin kalian bisa mengerjakan tadi apa?" (*"Oh I see." "Then, what makes you can do the the matching test last time?"*)  
 SS: "Ya ingat kosakatanya Miss, konsep kalimatnya, urutan kata mnemoniknya yang membuat kita mudah mengerjakan tadi." "Ngomong-ngomong tadi gambar-gambarnya lucu miss." (*"Just remember the vocabulary, Miss." "Then the sentences concept, the mnemonic order that makes us easy to do the test last time." "By the way, the pictures are funny, Miss."*)  
 (Appendix C/ Interview Transcripts 16)

From the quotation above, it can be stated that the activity of the matching sentences with the appropriate pictures did not consume the available time and made the students more enthusiastic. Besides, according to the the students'



responses, the students' memorization abilities gave an important effect to the students' understanding of the materials given. So that, they could do the matching activity well.

d. Writing activities

There were three activities in this action. They were: writing words based on the pictures (filling in the blank with correct words based on the pictures), writing words in blank sentences (completing words in a sentence), and making simple sentences based on the picture. The detailed information about the activities can be seen below.

1) Writing words based on the pictures (filling in the blank with correct words based on the pictures)

In this activity, the teacher asked the students to fill in the blank with correct words based on the pictures. In this activity, the students seemed enthusiastic. However, the students felt difficulties in doing the task as seen in the field notes below.

*Untuk aktifitas writing words in blank sentences (completing words in a phrase or a sentence), SS juga tampak antusias tetapi mereka juga mengalami kesulitan dalam mengerjakannya.*

(For the writing words in blank sentences (completing words in a phrase or a sentence), the students are also enthusiastic but they also felt difficulties in doing the task.)

(Appendix B/ Field Notes 11)

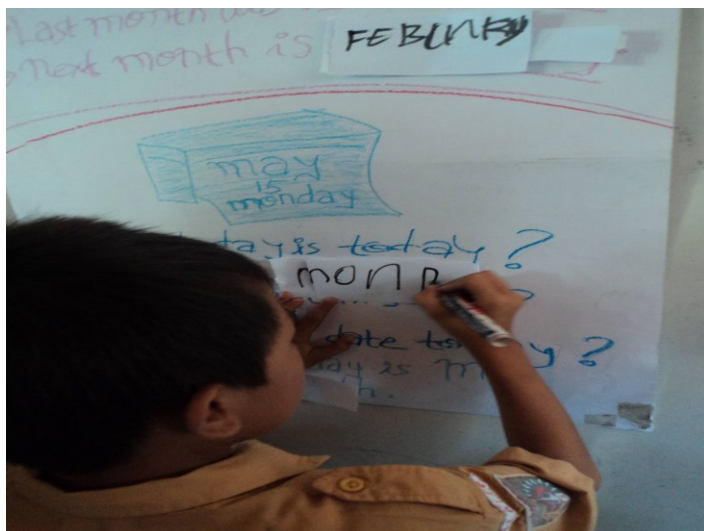


Figure X: The Photograph of the Action of Writing Words Based on the Pictures

2) Writing words in blank sentences (completing the words in phrases or sentences)

In this activity, the teacher wrote the order of days in a week. Some of the days that were written on the whiteboard were wiped by the teacher with slice of papers. The teacher then asked the students to complete the blank phrases. The teacher gave chances to the students that come in front of the class and answered correctly. Then she said that she would give points to the students who could do the task. The task for example: Sunday, (Monday), (Tuesday), (Wednesday) , Thursday, (Friday), and Saturday. Then, the students completed the blank to be Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. Another example was: January, (February), March, (April). Then the students completed the blank to be January, February, March, April. Another example is: He (read) a comic. Then the students came in front of the class to write “reads” in the blank sentences. The finding shows that the students were enthusiastic to do this

activity. The finding can be shown in the field notes together with the photograph below.

*Setelah ET menulis soal, ET kemudian menyuruh SS untuk maju ke depan dan siapa yang tercepat akan mendapatkan poin satu, dan yang menjawab benar dan tercepat akan mendapat poin dua. "Ayo siapa yang ingin maju lebih dulu angkat tangan!" kata ET. "Saya Bu." "Saya Bu." "Saya Bu." jawab SS yang tampak berebutan untuk maju terlebih dahulu hingga saling dorong mendorong dan naik kursi agar kelihatan mengangkat tangan.*

(After the English teacher write the questions, the English teacher then asks the students to come in front of the class and the fastest student that come in front of the class will be given point one, and the students that the fastest in answering the questions correctly will be given poin two. "Who want to come in front of the class first?" "Raise your hand!" "Me", "Me", "Me". Answer the students that are seemed enthusiastic to come in front of the class first, so that they are push each other and there are some students that stand up on the chair to make them seemed to be raising their hands.)

(Appendix B/ Field Notes 12)



Figure XI: The Photograph of the Action of Writing Words in Blank Sentences (Completing the Words in a Phrase or a Sentence) Part 1

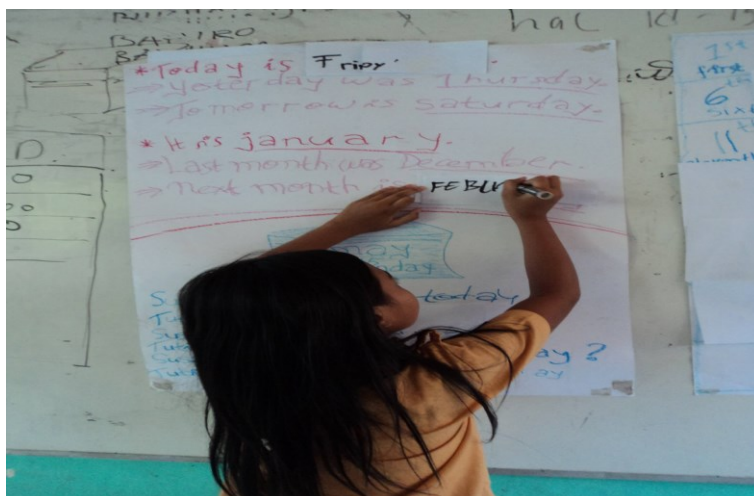


Figure XII: The Photograph of the Action of Writing Words in Blank Sentences (Completing the Words in a Phrase or a Sentence) Part 2

On the other hand, the researcher found a problem during this activity.

There were some students, especially the male students that were not interested in this activity. Below is the field notes that shows the problem.

*Saat aktifitas ini berlangsung, tampak beberapa SS laki-laki yang tidak begitu memberikan perhatian dan mereka melakukan aktifitas ini sambil berjalan-jalan dari bangkunya sendiri ke bangku teman yang lebih dekat.*

(When this activity is lasting, it seems that there are some male students that do not really pay attention to the teacher and they do another activity like walking from their desks to other closer desks.)

(Appendix/ Field Notes 13)

From the quotation above, it can be seen that the students were attracted with this activity. This activity also made the students enthusiastic to come in front of the class. However, there was still a problem that existed in this activity. The problem was that there were some male students that did not pay attention to the activity.

### 1) Writing simple sentences

The other writing activity given in the study was writing simple sentences.

The teacher asked the students to come in front of the class. The students were asked to write simple sentences as the examples given by the teacher on whiteboard. Some of the students still made some mistakes as seen in the field notes below and the activity can be seen in the photograph below.

*Setelah memberikan materi kemudian ET menulis contoh kalimat untuk ditulis kembali oleh SS. Kemudian ET menghapus kata kerja dari kalimat tadi yang di papan tulis. ET kemudian menyuruh siswa untuk memasukkan buku catatan ke dalam tas kemudian menunjuk SS untuk maju ke depan melengkapi kalimat yang tidak lengkap dengan kata kerja yang sudah disiapkan di tanda dalam kurung kemudian SS menulis apakah kata kerja tadi menggunakan tambahan huruf "s" atau tidak. Setelah itu ET menulis kalimat dalam bentuk bahasa Indonesia kemudian ET menyuruh siswa menulis bahasa Inggrisnya dan sebaliknya. "Hobiku adalah berenang". SS kemudian menulis "My hobby is swimming". Dia (perempuan) menonton TV. SS kemudian menulis "She watches TV". Dari 10 SS, 7 SS menjawab benar, dan 3 SS menjawab salah.*

(After presenting the materials, then the English teacher write the sentence examples to be copied by the students. Then the English teacher clean the verbs in the sentence on the whiteboard. The English teacher then asks the students to take their notes into their bags then the English teacher pointed the students to come in front of the class to write the words/ verbs in the incomplete sentences then the students write the answer whether the answer uses suffix "s" or not. After that, the English teacher write down sentences in Indonesian, then the English teacher asks the students to write down the English and vice versa. "Hobiku adalah berenang." The students then write "My hobby is swimming." "Dia (perempuan) menonton TV." The students then write "She watches TV." From 10 students, there are 7 students with correct answers, and there are 3 students with incorrect answers.

(Appendix B/ Field Notes 13)

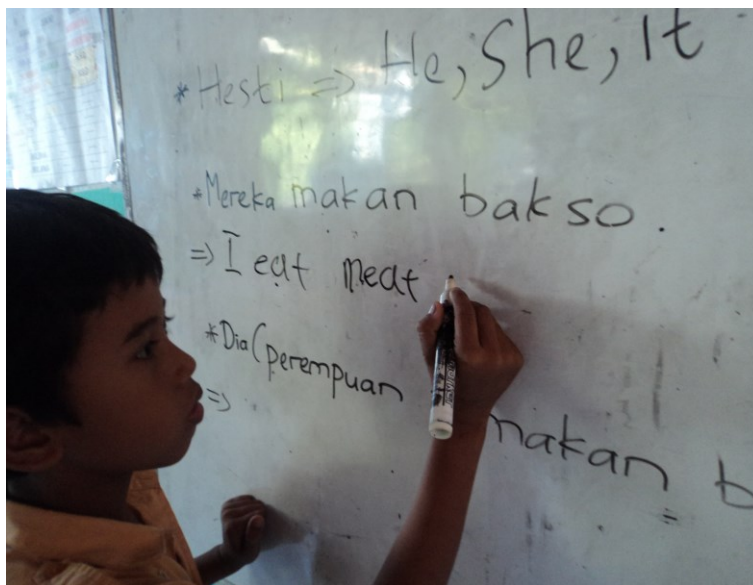


Figure XIII: The Photograph of the Action of Writing Simple Sentences

Besides, when the students were asked by the researcher why they could write the answer correctly, some of the students said that they had already remembered the concept of making simple sentences of hobbies and daily activities. So that, they could write the answer correctly. Below is the students' response to the action.

*R: "Ohhh, tadi kalian bisa menulis jawaban yang kalimat sederhana dengan benar tadi karena apa adik-adik?" ("Why can you do to write the answer or the simple sentences correctly?")*

*SS: "Iya Miss tadi kita sudah terlebih dahulu mengingat konsep pembuatan kalimat sederhana yang "I, you, they, we" jadi "ayudhewe" gak suka es itu lho Miss." "Jadi kita bisa mengerjakan tadi, hehehehehe." ("Last time, we have already memorized the concept of making simple sentences. "They are "I, you, they, we" to be "Ayu dhewe" do not like ice, miss." "So that, we could do the test last time. Hehehehehe.")*

(Appendix C/ Interview Transcripts 16)

On the other hand, the researcher found a problem during this activity. The problem was similar with the problem in the previous writing activity. There were

some students, especially the male students that seemed not being interested to this activity. This finding can be seen in the quotation of the field notes below.

*Saat aktifitas ini berlangsung, tampak beberapa SS laki-laki yang tidak begitu memberikan perhatian dan mereka melakukan aktifitas ini sambil berjalan-jalan dari bangkunya sendiri ke bangku teman yang lebih dekat.*

(When this activity is lasting, it seems that there are some male students that do not really pay their attention to the teacher and they do another activity while taking a walk from their desks to ather closer desks.)

(Appendix B/ Field Notes 13)

From the quotation of the field notes above that copying the teacher's writing from the whiteboard was important to make them practice of memorizing the words and the sentences. The copying of the teacher's writing from the whiteboard was better than just looking at the words and the sentences on the whiteboard without writing them in the their note book. Besides, the activity of writing simple sentences could help the students memorize the materials. So that, the students could write most of the simple sentences correctly. However, there were some male students that did not pay their attention to the activity. It can be seen from the students that were walking to the next classmate's desks.

### **3. Using interesting class activities**

#### **a) Singing songs by using rhyme mnemonic**

In this activity, the teacher wanted that the students not to get bored easily during the teaching and learning at class. In this activity, the English teacher asked the students to sing songs together with the teacher at class that were still related to the topics. The finding shows that the students were interested in the singing songs activity related to the topics. Besides, the songs were made by the teacher by using rhyme mnemonic. It can be seen that the rhyme mnemonic could make

the memorization of the English materials easier for the students. Below is the students' response to the action.

R: *"Bagaimana tadi dek belajar bahasa Inggris pakai jembatan keledai/ mnemonik yang didukung lagu?"* ("How about learning English by using mnemonic "rhyme" supporting by songs?")  
 S: *"Asyik Miss. Menarik"* ("It is fun, miss." "It is interesting.")  
 R: *"Alasannya apa dek?"* ("What is the reason?")  
 S: *"Jadi mudah mengingat materinya Miss secara gak langsung".* ("We can remember the materials indirectly.")

(Appendix C/ Interview Transcripts 16)

Besides, there is another finding. Another finding of singing songs of rhyme mnemonic can be shown in the quotation of the field notes below:

*"When you watch and when you see, use your eyes". SS menyanyi bersama-sama. \*Prok prok prok\*. SS bertepuk tangan secara serempak. Saat murid menyanyi lagu-lagu yang diciptakan guru bahasa Inggris dengan menggunakan jembatan keledai "Rhyme", nampak SS antusias dalam menyanyikannya. Hampir sebagian besar SS tersenyum saat menyanyikan lagu ini.*  
 ("When you watch and when you see, use your eyes". The students are singing together. \*clap clap clap\*. The students are clapping their hands together. When the students are singing the songs created by the teacher "Rhyme", it seems that the students are enthusiastic in singing the song. Most of the students smile when they are singing this song.")

(Appendix B/ Field Notes 11)

On the other hand, the researcher found that there were some students that did not interested in singing the rhyme mnemonic. This finding can be seen in the quotation of the field notes below.

*R melihat beberapa SS terutama SS laki-laki tidak begitu tertarik menyanyikan lagu selama pembelajaran berlangsung. Ada SS laki-laki yang bernyanyi tetapi ekspresi mereka tampak kurang semangat.*  
 (The researcher sees some of students especially the male students that are not interested in singing the songs during the teaching and learning. there are male students that sing but their expressions seem not enthusiastic.)

(Appendix B/ Field Notes 11)



From the quotation above, it can be inferred that singing songs by using rhyme mnemonic could help the students to memorize the materials indirectly. Besides, having activities of singing songs by using rhyme mnemonic could make the students interested in singing the rhyme mnemonic. However, there were still some students especially male students that were not interested in singing songs by using rhyme mnemonic in this activity. Besides, the male students seemed not enthusiastic when they sang the songs.

b) Playing games

In this activity, the teacher conducted two games. They were: “*Simon Says*” game and “*Komunikata*” Games (guessing game). In “*Simon Says*” game activity, the teacher called on five students to come in front of the class to do appropriate actions based on the teacher’s instructions. The teacher acted as a person named Simon then the teacher said to the students to touch their head. For example: Simon says, “touch your head.” In the “*Komunikata*” game, the teacher asked the students to make a group based on the desk row. In this activity, the teacher gave examples to do the game to the students. The example was by whispering a word from the teacher to a student then the student whispered the word to the next student, and so on. Based on the finding, the use of games could make the students enthusiastic in learning English as seen in the quotation of the interview transcripts below and the activity can be seen in the photographs below.

R: “Bagaimana tadi dek belajar bahasa Inggris pakai jembatan keledai didukung permainan?” (“*How about learning English by using mnemonic supported by games?*”)

S: “Seru Miss. Jadi semangat belajar bahasa Inggris.” (“*It is fun, Miss. So that we can be enthusiastic to learn English.*”)

(Appendix C/ Interview Transcripts 16)



Figure XIV: The Photograph of the Action of Playing Game (*Komunikata*)/ Guessing Game



Figure XV: The Photograph of the Action of Playing “Simon Says” Game

Besides, there is another finding. The finding is that the students became more enthusiastic in playing games. It can be shown in this quotation of the field notes below:

*(\*menyusun meja\*) “Bu, kelompoknya berdasarkan nomor urut atau acak Bu?” tanya SS. “Ibu akan memilih secara acak ya.” Jawab ET. “Ak di sini, kamu di situ.” Kata SS kepada teman-temannya. “Ayo Bu dimulai, kita sudah gak sabar nih.” Kata SS terlihat antusias dan segera ingin melakukan permainannya.*

*(\*Arranging the desks\*) “What about the group, Ma’am?” “random or not, Ma’am?” ask the students. “I will choose randomly, okay?” answer the English teacher. “I am here.” “You are there.” Say the students to their classmates. “Let us begin the game ma’am.” “We are not patient to it.” Say the students that seem enthusiastic and want to begin the game soon.)*

*(Appendix B/ Field Notes 13)*

On the other hand, the researcher found a problem. She found that these activities disturbed the other class. Below is the field notes that shows the problem.

*Saat SS sedang melakukan permainan “Guessing Game”/ “Komunikata.” SS tampak asyik bermain. Tetapi karena saking asyiknya, SS tidak sadar kalau suara-suara mereka yang gaduh mengganggu kelas kelas sebelahnya. Hal ini tampak dari seorang guru kelas dari kelas lain yang melihat aktifitas SS selama bermain permainan dengan ekspresi yang masam dari arah jendela. Hingga akhirnya guru bahasa Inggris menertibkan SS. Dan hal itu terjadi berkali-kali saat guru bahasa Inggrisnya menerapkan permainan.*

*(When the students are doing the game “Guessing Game (Komunikata).” The students seems enjoy playing the game. However, because of too enjoying, the students do not realize that their noises disturb the other classes. It seems that there is a class teacher from another class that sees this students’ activity during playing the games with unhappy face from the window. Finally, the English teacher asks the students to be diciplined. That thing happens many times when the English teacher conduct game activities.)*

*(Appendix B/ Field Notes 13)*

From the quotation above, the use of games could make the students become enthusiastic in playing games. However, the game activity was not appropriate to do in this class because the class was a big class and the game made the students become too active. So that, these activities disturbed other classes.

c) Asking students to create mnemonic with their version

In this activity, the teacher asked the students to create mnemonic with their own styles on their book. It was conducted to help the students who could not memorize the mnemonic made by the teacher. The finding shows that the use of mnemonic could help the students to make different kinds of mnemonic by their own styles creatively as seen from the field notes below.

*Ketika ET menyuruh siswa mencoba membuat jembatan keledai versi mereka sendiri. Tampak SS bingung membuatnya. Tetapi kemudian ada beberapa siswa yang berhasil membuat jembatan keledai versi mereka sendiri. Misalnya untuk subyek "They, We, I, and You". ET membuat jembatan keledai menjadi "AYU DHEWE". Kemudian salah satu murid membuat jembatan keledai versi murid itu sendiri menjadi "DEWI AYU". Kemudian teman-teman yang lain tertawa bahkan si murid itu sendiri. Kemudian beberapa siswa mengatakan "Ah aku ingin mencobanya ah." "Iya iya aku juga." "Siapa tahu lebih lucu."*

(When the English teacher asks the students to try making mnemonic with their version, It seems that the students are confused to make it. However, there are some students that are successful in making it with their version. It is for example: the subject "They, We, I, You.". The English teacher make the mnemonic "acrostic" to be "AYU DHEWE". Then there is a student that can make the mnemonic acrostic with his version to be "DEWI AYU." Then the other students laugh and also himself when he say "DEWI AYU." Then there are some students that say "Ah, I want to try to make it." "Yes, me too." "Maybe it will be funnier.")

(Appendix B/ Field Notes 13)

From the quotation of the field notes above, it can be stated that the use of mnemonic could help the students to make the kinds of mnemonic with their own style. It made other students try to make it by their own style. This activity was full of the students' happiness and laughters. Besides, the students felt that making the mnemonic with their own styles was funny and made them more enthusiastic in studying English at class.

### **c. Reflection of Cycle 1**

In the first Cycle, the use of mnemonic and the accompanying actions made some improvements. In the Cycle 1, the students had already made some improvements in each action. The improvements were based on the qualitative data in form of the field notes and the quotation of the interview transcripts. They were: the students were interested in the vocabulary that is presented by using mnemonic “acrostic”, the use of mnemonic to present the vocabulary could make the students memorize the vocabulary easily, the students were interested in the explanation about the concept of making simple sentences presented by using mnemonic, the student could memorize the concept of making simple sentences and the use of the concept of making simple sentences in making simple sentences.

The students also made improvements in the action of exploring the English materials in the class activities and in the action of developing interesting class activities. They were: the students could practice the dialogue about the expressions of giving instructions and the responses with their friend in front of the class and also asking questions about the Parts of the Body in doing role plays, the students were more confident in speaking English in front of the class, the students paid their attention to the teacher in conveying kinds of expression (doing speaking performances) individually activity, the students could draw the pictures based on information in the simple text, the students could memorize the materials, the activity of the matching word activity could explore the the students’ mastery of the materials topic, the students were enthusiastic to come in

front of the class in writing activities. In the activity of writing words based on the pictures (filling in the blank with correct words based on the pictures) and writing words in blank sentences (completing the words in a phrase or a sentence), the students were enthusiastic. In the activity of writing simple sentences could help the students practice to memorize the materials, the students were interested in the singing songs activity that was still related to the topics, the students could remember the materials indirectly through singing songs activity with using rhyme mnemonic, the students were enthusiastic in learning English through games, the students could make different kinds of mnemonic by their own styles creatively .

On the other hand, there were some problems in this Cycle 1. The problems were based on the qualitative data in form of the field notes and the quotation of the interview transcripts. They were: some students did not give attention to the teacher's explanation during the teaching and learning at class, the students found difficulties in spelling the vocabularies, the teacher found difficulties in controlling the students who had already gotten the turn in the role play, the drawing activity was not effective because of insufficient time duration, there were still male students that were not interested in singing songs, the students became too active in the game activity so that the activity disturbed other classes.

In this study, the researcher made a relationship between the actions in Cycle 1, the improvements, and the weaknesses or the problems occurred during the implementation of the actions. The relationship between the actions and the

improvements and the weaknesses (problems) in Cycle 1 can be seen in the table 14 below.

**Table 14: The Relationship Between the Actions in Cycle 1, the Improvements, and the Weaknesses or the Problems**

No	Actions in Cycle I	Improvements	Weaknesses (problems)
1	a. Presenting the vocabulary items by using acrostic mnemonic	a. The students were interested in the vocabulary that is presented by using acrostic mnemonic.  b. The use of mnemonic to present the vocabulary could make the students memorize the vocabulary easily.	a. Some students did not give attention to the teacher's explanation during the teaching and learning at class.  b. The student needed time duration of memorizing the lists of vocabulary.  c. The students found difficulties in spelling the vocabularies.
	b. Presenting the concept of making simple sentences by using mnemonic "acrostic"	a. The students were interested in the explanation about the concept of making simple sentences that is presented by using mnemonic.  b. The student could memorize the concept of making simple sentences and the use of the concept of making simple sentences in making simple sentences.	a. Some students did not pay attention to the teacher's explanation during the teaching and learning at class.
2.	Exploring the English materials learned in the class activities: a. Listening activities 1) Listen and do (giving instruction and responding to the instruction)	a. The students could respond to the English teacher's instructions by doing appropriate actions based on the teacher's instructions and answering the teacher's questions related to the topics.	-

(continued)

(continued)

	2) Listen and write	a. The students were afraid in making noises. b. The students gave their attention. c. The students could do the activities of <i>listen and write</i> well. d. The students stopped making any noises.	-
	b. Speaking activities 1) Doing role play	a. The students could practice the dialogue about the expressions of giving instructions and the responses with their friend in front of the class and also asking questions about the topics. b. The students were more confident in speaking English in front of the class.	a. The teacher found difficulties in controlling the students who had gotten a turn in the role play, especially the students that difficult to manage.
	1) Conveying kinds of expressions (doing speaking performances) individually	a. The students paid their attention to the teacher.	-
	c. Reading activities 1) Drawing pictures	a. The students understood the information given in the text. b. The students could draw the pictures based on information in the simple text. c. The students could memorize the materials. d. The students were enthusiastic.	a. The drawing activity was not effective because of the limited time duration.
	2) Matching words activities	a. The students could memorize the English words with the Indonesian words of the materials. b. The activity of the matching word	a. There were some students that did not seem enthusiastic in this activity.

(continued)



(continued)

		activity could explore the the students' mastery of the materials.	
	d. Writing activities 1) Writing words in blank sentences (completing words in a sentence)	a. The students were enthusiastic to do this activity. b. The students were enthusiastic to come in front of the class.	a. There were some students, especially the male students that seemed not interested to this activity. b. There were some male students that did not pay their attention to the activity.
	2) Writing simple sentences	a. The activity of writing simple sentences could help the students practice to memorize the materials.	a. There were some students, especially the male students that seemed not interested to this activity. b. There were some male students that did not pay their attention to the activity.
3.	Developing interesting class activities: a. Singing songs by using mnemonic "rhyme"	a. The students were interested with the singing songs activity that still related to the topics. b. The students could memorize the materials indirectly.	a. There were still some students especially male students that were not interested in singing songs in this activity.
	b. Playing games	a. The students were enthusiastic in learning English through games. b. The students were happy in learning English in the class.	a. The students became too active so that this activity disturbed other classes.
	c. Asking students to create mnemonic with their version	a. The students were enthusiastic in learning English during the lesson. b. The students could creatively make different kinds of mnemonic by their own styles.	-

From the table above, it can be concluded that although the students had already made some improvements in each action, the researcher found that the students still had some problems in some actions. They were: problems in the presentation of the vocabulary items by using acrostic mnemonic, problems in the presentation of the concept of making simple sentences by using acrostic mnemonic, problems in doing a role play, problems in drawing pictures, problems in singing songs by using rhyme mnemonic, and problems in playing games. Because the students still had problems in those actions, the research team decided to continue the Cycle to solve the problems to improve the students' English achievement.

## **1. Reports of Cycle 2**

### **a. Planning**

Based on the reflection of Cycle 1, there were some improvements of the students in each action. However, there were still problems that occurred during Cycle 1. Therefore, the next cycle was decided to be conducted. The actions which were used in Cycle 1 still be used in Cycle 2 with some modification and there were some actions that were removed.

At this Cycle, the researcher and the teacher took the materials from the syllabus. The teaching and learning process would still use *PPP* technique. The teaching and learning process in Cycle 2 was conducted in eight meetings. The actions were formulated to overcome the students' problems in some actions. They were: problems in the presentation of the vocabulary items by using acrostic mnemonic, problems in the presentation of the concept of making simple

sentences by using acrostic mnemonic, problems in doing role play, problems in drawing pictures, problems in singing songs by using rhyme mnemonic, and problems in playing games. The actions that were implemented in Cycle 2 were formulated as follows in the table 15 below.

**Table 15: Actions Applied in Cycle 2**

No	Actions in Cycle 2
1.	Implementing mnemonic to present the English materials <ol style="list-style-type: none"> <li>a. Presenting the vocabulary items by using acrostic mnemonic supported by the use of colorful pictures, the use of time allocation, and the use of letter cues</li> <li>b. Presenting the language function by using acrostic mnemonic and spatial grouping mnemonic supported by the use of colorful pictures</li> </ol>
2.	Exploring the English materials learned in four main skills: <ol style="list-style-type: none"> <li>a. Listening activities               <ol style="list-style-type: none"> <li>1) Listen and do (giving instruction and respond)</li> <li>2) Listen and write</li> </ol> </li> <li>b. Speaking activities               <ol style="list-style-type: none"> <li>1) Conveying kinds of expressions (doing speaking performances individually)</li> </ol> </li> <li>c. Reading activities               <ol style="list-style-type: none"> <li>1) Matching words with appropriate pictures</li> <li>2) Matching sentences with appropriate pictures</li> </ol> </li> <li>d. Writing activities               <ol style="list-style-type: none"> <li>1) The writing words based on colorful pictures (filling in the blank with correct words based on the colorful pictures)</li> <li>2) Writing simple sentences supported by colorful pictures</li> </ol> </li> </ol>
3.	Using interesting class activities <ol style="list-style-type: none"> <li>a. Singing songs by using rhyme mnemonic with movement</li> <li>b. Asking students to create mnemonic with their version</li> </ol>

#### **b. Implementation and Observation**

The Cycle 2 was conducted in four meetings. The first meeting was conducted on November 13<sup>th</sup>, the second meeting was on November 20<sup>th</sup>, the third meeting was conducted on November 27<sup>th</sup> 2012, and the fourth meeting was on December 4<sup>th</sup> 2012. The teacher acted as the teacher who taught the students and also the collaborator while the researcher took the role as an observer. The topic focused on the vocabularies and the concept of making simple sentences on the

topic of *Calendar, Parts of the Body, Daily Activities and Hobbies* as the students' problems in their cognitive aspect. When the teacher was teaching, the researcher observed the teaching and learning process and noted it down. The implementation of the actions was discussed as follows.

### **1. The implementation of mnemonic in English learning**

There were two activities in the implementation of mnemonic in the English learning in this Cycle 2. They were: presenting the vocabulary items by using acrostic mnemonic supported by the use of colorful pictures and the use of letter cues, and presenting the concept of making simple sentences by using acrostic mnemonic, supported by spatial grouping mnemonic, and the use of colorful pictures. In Cycle 1, there were two activities of this implementation. They were: presenting the vocabulary items by using acrostic mnemonic, and presenting the concept of making simple sentences by using acrostic mnemonic. Although there were some improvements in these actions, there were some problems in these actions. So, the reseach team made modification in this Cycle 2. The vocabulary items that were presented by using acrostic mnemonic was replaced by the vocabulary items that were presented by using acrostic mnemonic supported by the use of colorful pictures and the use of letter cues. The concept of making simple sentences that were presented by using acrostic mnemonic is replaced by the concept of making simple sentences that were presented by using acrostic mnemonic supported by spatial grouping mnemonic. For the detailed information, the finding can be seen below.

- a) Presenting the vocabulary items by using acrostic mnemonic supported by the use of colorful pictures, the use of time allocation and the addition of the letter cues

In this action, the teacher used colorful pictures and letter cues in the picture mnemonic acrostic on the whiteboard. The teacher gave time allocation in the presentation, practice, and production. So that, the time was enough to conduct this action. This finding shows that the vocabulary items that were presented by using mnemonic “acrostic” by the addition of time allocation could help the teacher not to waste the time of the teaching and learning process at class. Besides, the time allocation could help the students felt ready to use the words that had been learned in the class activities. The finding can be shown from some students’ responses in the quotation of the interview transcripts below and the activity can be seen in the photograph below.

R: *“Tadi bagaimana kalian menghafal kata-katanya dalam waktu 5 menit?”*  
 (“How can you memorize the vocabularies in last five minutes?”)

SS: *“Itu lho Miss jadi kata kunci di mnemonik tadi dicocokin ma bunyi kata-kata bahasa Inggris yang mirip. Jadi lebih gampang dan lebih cepat Miss tadi menghafalnya.”* (“The acrostic in mnemonic are matched with the sounds of the English words that has some similarities.” “So that, it is easier and quicker to memorize the vocabularies.”)

(Appendix C/ Interview Transcripts 17)



Figure XVI: The Photograph of the Action of Presenting the Vocabulary Items by Using Mnemonic “Acrostic” Supported by the Use of Colorful Pictures, the use of Time Allocation and the Addition of the Letter Cues Part 1

Besides adding the use of time allocation, the researcher and the teacher added the use of colorful pictures. The colorful pictures were stuck on the whiteboard to make the students, especially the back row students saw the pictures clearly from the whiteboard. The finding shows that the colorful pictures could attract the students’ attention to the teacher’s explanation during the teaching and learning process as seen in the field notes and the photograph below.

*Saat guru bahasa Inggris sedang menerangkan mnemonik dengan menempelkan gambar-gambar di papan tulis, semua mata sebagian besar murid tertuju ke gambar-gambar yang ada di papan tulis.*

*(When the English teacher is explaining the mnemonik by sticking the pictures on the whiteboard, all students’ eyes are directed to the pictures on the whiteboard.)*

(Appendix B/ Field Notes 14)



Figure XVII: The Photograph of the Action of Presenting the Vocabulary Items by Using Mnemonic “Acrostic” Supported by the Use of Colorful Pictures, the use of Time Allocation and the Addition of the Letter Cues Part 2

Besides, there was another finding that supported the above finding. The finding shows that the students were interested in the colorful pictures that were stuck on the whiteboard during the teaching and learning process. Below is the the students’ response to the action.

R: “*Bagaimana dek tanggapan kalian dari gambar-gambar mnemonik tadi?*” (“How are your responds to the mnemonic pictures last time?”)

SS: “*Gambaranya tadi lucu-lucu mbak, berwarna, dan macem-macem tadi gambaranya. “Kami suka mbak gambar-gambaranya.”* (“The mnemonic pictures are funny, colorful, and various.” “We like the mnemonic pictures.”)

(Appendix C/ Interview Transcripts 17)

Besides adding the time allocation and the colorful pictures, the researcher and the teacher also added the letter cues in each words. It was done to help the students to memorize and spell the pronunciation of each words correctly. The finding shows that the addition of the letter cues in each words could help the students to spell the words correctly while learning the English vocabularies by

using acrostic mnemonic. The finding can be seen in the quotation of the field notes below.

*Saat SS mencoba menulis jawaban di papan tulis, SS tampak terlihat lebih siap dan lebih cepat menyelesaikan jawaban dengan mengisi beberapa kata-kata yang kosong, beberapa mnemonik yang kosong, dan juga beberapa konsep kalimat sederhana yang kosong. Kali ini mereka cukup terbantu dengan adanya penambahan huruf bantu pada setiap kata, penjelasan dan pengulangan penghafalan urutan kata kunci dan konsep pembuatan kalimat sederhana.*  
 (When the students try to write the answers on the whiteboard, the students seem ready more than before and faster in finishing the answer by filling the blank with correct words, filling the blank mnemonic, and also filling the blank concept of making simple sentences. This time, they are helped enough with the letter cues addition in each word, the explanation and the repeating the order of mnemonic memorization and the concept of making simple sentences.)  
 (Appendix B/ Field Notes 14)

From the quotation above, after applying the time allocation in memorizing the list of vocabulary items, the short time was not a problem any longer for the students. Besides, the presentation of the vocabulary items by using colorful pictures could attract the students. Adding letter cues in presenting the vocabulary items by using acrostic mnemonic could also help the students spell the words correctly and write the correct spelling.

- a) Presenting the concept of making simple sentences by using mnemonic “acrostic and spatial grouping” supported by the use of colorful pictures

In this action, the teacher presented the concept of making simple sentences by using the acrostic that had been conducted in the previous Cycle that was added with spatial grouping and also the colorful pictures. The spatial grouping was believed could help the students understand the concept of making simple sentences and apply the concept to make simple sentences. The addition of the colorful pictures was believed by the research team that it could help the teacher



to attract the students' attention during the teaching and learning process. This finding shows that the presentation of the concept of making simple sentences by using acrostic mnemonic and spatial grouping mnemonic with the addition of colorful pictures could help the teacher make the students pay attention to the teacher's explanation during the teaching and learning process. Besides, the pictures could strengthen their memorization about the concept of making simple sentences. The finding can be seen in the students' response of the interview transcripts below and the activity can be shown in the photograph below.

R: "Bagaimana tadi diagram jembatan keledainya membuat ingat dengan materi kemarin tidak dek?" (*"Does the spatial grouping help you remember the previous materials?"*)

SS: "Awalnya masih lupa Miss, tapi tadi sewaktu membuat kesimpulan lewat diagram saya jadi ingat lagi." (*"At first, we can not remember, because of the spatial grouping, we can remember the previous lesson."*)

R: "Tadi kok kalian tidak gaduh seperti biasanya?" (*"Why don't you make noises like always at class?"*)

SS: "Malas Miss, soalnya tadi saya sedang sibuk memperhatikan gambar diagramnya tadi miss. warna-warni." "Bu Anik kan kalau mengajar tidak pernah seperti itu Miss pakai gambar warna-warni." (*"We are bored."* "We are busy in paying our attention to the picture of mnemonic diagram." "Mrs Anik have never taught us the language function with the colorful pictures.")

(Interview Transcripts 19)

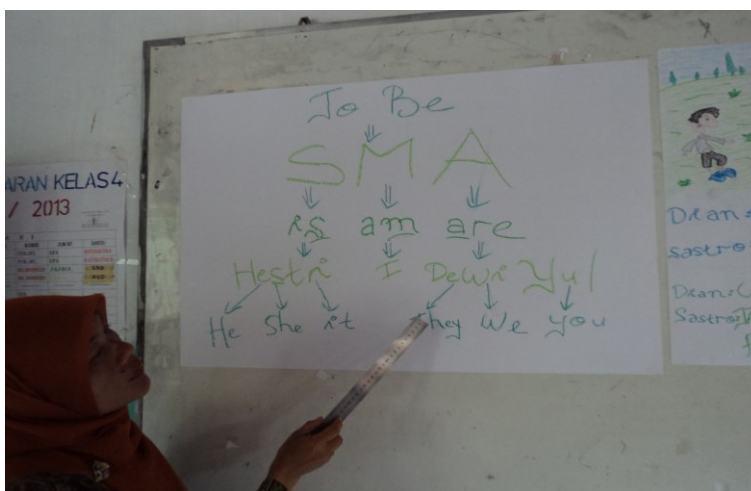


Figure XVIII: The Photograph of the Action of Presenting the Concept of Making Simple Sentences by Using Mnemonic “Acrostic and Spatial Grouping” Supported by the Use of Colorful Pictures

From the students’ response of the interview transcripts above, it can be stated that the presentation of the concept of making simple sentences by using acrostic mnemonic supported by the use of colorful pictures and spatial grouping mnemonic could attract the students’ attention and could help them memorize the materials.

## 2. Exploring the English materials learned in the class activities

The activity that was done after the English teacher presented English materials. The activity was conducted to encourage the students to use their English material mastery to be explored in the four main skills of listening, speaking, reading, and writing. For the detailed information, the findings can be seen below.

### a) Listening activities

These activities included the actions of *listen and do* (giving instruction and responding to the teacher’s instruction) and the actions of *listen and write*. Because there were some improvements that were made by the students and there

were no problems in this activity, the research team kept this activity to be conducted again in Cycle 2.

1. Listen and do (giving instruction and responding to the instruction)

The activity in this Cycle was similar to the activity in Cycle 1. This activity could make the students respond to the English teacher's instructions by doing appropriate actions based on the teacher's instructions and respond to the English teacher's instruction by answering the teacher's questions related to the topics. Below is the students' response to the actions together with the activity in the photograph.

- R : *"Tadi sewaktu diberikan perintah dari Bu Anik, adik bisa melakukannya dengan benar tidak?"* ("Last time when you are taught by Mrs. Anik, can you do the instructions correctly?")
- SS : *"Iya Miss."* ("Yes, Miss.")
- R : *"Apa yang bisa membuat adik paham dan melakukan instruksi dari Bu Anik dengan benar tadi?"* ("What makes you understand and can do the Mrs. Anik's instructions correctly?")
- SS : *"Ya tahu saja Miss maksud kata-katanya Bu Anik, sebelumnya tadi juga sudah diberikan contoh oleh Bu Anik." "Jadi ya agak ingat sedikit, makanya bisa melakukan instruksinya Bu Anik Miss." "I just understand Mrs. Anik's instruction Miss, last time we have been showed the examples from Mrs. Anik." "So that I can do the Mrs. Anik's instruction corretly, miss.")*

(Appendix C/ Interview Transcripts 19)



Figure XIX: The Photograph of the Action Listen and Do

## 2. Listen and write

This activity had been already applied in Cycle 1. In this activity, the teacher asked the students to listen to what words the teacher said and write the words on the whiteboard. In this activity, the students were afraid of making noises, they paid their attention to the teacher's instructions, the students could do the activities of *listen and write* well, and they stopped making any noises as seen in the field notes and the photograph below.

*Di aktifitas ini, SS tidak membuat gaduh, SS juga memberikan perhatiannya kepada ET saat ET menjelaskan contoh aktifitasnya. R juga melihat sebagian besar SS bisa melakukan aktifitas ini dengan benar.*

(In this activity, the students do not make noises, the students also pay their attention to the English teacher when the teacher explains the activities. The researcher also sees that most of the students can do these activities correctly.)

(Appendix B/ Field Notes 15)



Figure XX: The Photograph of The Action Listen and Write

#### b) Speaking activities

This activity included conveying kinds of expressions (doing speaking performances) individually. In Cycle 1, the speaking activities included a role playing and conveying the expressions (doing speaking performances) individually. Because the research team considered that the role playing was not effective to do in this study, the role playing activity in this speaking activity was removed in Cycle 2. On the other hand, because the students had already made some progresses with this activity and had been no problem, the research team kept this activity to be conducted again in Cycle 2.

##### 1. Conveying kinds of expressions (doing speaking performances) individually

This activity was similar to the activity in Cycle 1. The activity was done by giving speaking performances individually in front of the class by responding to

the teacher's request. In this activity, the students paid attention to the examples given by the teacher. The finding can be shown below.

*Sebelum melakukan aktifitas ini ET memberikan contoh untuk aktifitas ini dan selama ET memberikan contoh, R melihat SS memperhatikan contoh yang diberikan ET.*

(Before doing the activities, the English teacher gives examples. During the English teacher gives the examples, the researcher sees that the students pay their attention to the examples given by the teacher.)

(Appendix B/ Field Notes 15)



Figure XXI: The Photograph of the Action Conveying Kinds of Expressions (Doing Speaking Performances) Individually

#### c) Reading activities

These activities included matching words with appropriate pictures and matching sentences with appropriate pictures. In Cycle 1, these activities included drawing pictures and matching words activities. Although the students had already made some improvements in these activities, there were problems in these activities. In Cycle 2, the research team replaced these activities from drawing pictures and matching words activity by matching words with appropriate pictures and matching sentences with appropriate pictures.

### 1) Matching words with appropriate pictures

In Cycle 1, the students had already made improvements and there was no problem in this activity. This activity in Cycle 2 was similar to the activity in Cycle 1. The activity was done by sticking the words that were written on some papers to the appropriate pictures on the whiteboard. The finding shows that the students were enthusiastic in this activity. The finding can be seen in the field notes below and the activity can be seen from the photograph below.

*Selama aktifitas ini berlangsung, R melihat SS memperhatikan ET dan SS terlihat antusias melakukan aktifitas ini. R juga melihat bahwa waktu yang tersedia cukup untuk aktifitas ini.*

(During this activity, the researcher sees that the students pay their attention to the English teacher and are seemed enthusiastic doing this activity. R also sees that the available time is enough for this activity.)

(Appendix B/ Field Notes 15)



Figure XXII: The Photograph of the Action Matching Words with Appropriate Pictures Part 1



Figure XXIII: The Photograph of the Action Matching Words with Appropriate Pictures Part 2

## 2) Matching sentences with appropriate pictures

This activity in Cycle 2 was similar to the activity in Cycle 1. The activity was conducted by matching sentences with the appropriate pictures. The finding shows that the students felt enthusiastic in doing the task as seen in the field notes and the activity in the photograph below.

*Untuk aktifitas mencocokkan kalimat dengan gambar juga membuat SS antusias dan memperhatikan penjelasan dari ET. Waktu untuk aktifitas ini juga cukup.*  
(For the activity of matching sentences with appropriate pictures, It also makes the students enthusiastic and pay attention to the English teacher's explanation. The time for this activity is also enough.)

(Appendix B/ Field Notes 15)





Figure XXIV: The Photograph of the Action Matching Sentences with Appropriate Pictures

Besides that finding, there was also another finding. The finding shows that the students could do the tasks correctly. Below is the students' response to the action.

R: *"Tadi sewaktu Bu Anik memberikan aktifitas mencocokkan gambar acak dengan kata acak tadi kalian bisa mengerjakan tidak dek?"* ("Can you do the matching tasks of matching random pictures with random words given by the teacher?")

SS: *"Bisa."* ("Yes, we can.")

R: *"Bagus."* *"Lha yang membuat kalian bisa mengerjakan tadi apa?"* ("Good." "Then, what makes you can do the the matching test last time?")

SS: *"Ya karena ingat kosakatanya Miss, konsep kalimatnya juga, urutan kata mnemoniknya juga."* ("It is because we remember the vocabulary, the sentences concept, and the mnemonic order.")

(Appendix C/ Interview Transcripts 19)

According to the findings above, it can be inferred that the students' memorization abilities gave an important effect to the students' understanding of the materials given. So that, they could do this activity well.

#### d) Writing activities

These activities included writing words based on colorful pictures (filling in the blank with correct words based on the colorful pictures) and writing simple sentences supported by colorful pictures. In Cycle 1, these activities included writing words based on the pictures (filling in the blank with correct words based on the pictures, writing words in blank sentences (completing words in phrases/sentences) and writing simple sentences. Although the students had already made some improvements with this action, there was still a problem in the action. So that the research team made replacement in this action. In Cycle 2, the activities that included writing words based on the pictures (filling in the blank with correct words based on the pictures, writing words in blank sentences (completing words in a sentence) and writing simple sentences, were replaced by an activity that included writing words based on colorful pictures (filling in the blank with correct words based on the colorful pictures) and writing simple sentences supported by colorful pictures.

1. Writing words based on colorful pictures (filling in the blank with correct words based on the colorful pictures)

In this activity, the teacher stucked a picture with blank words in it. The teacher then asked the students to fill in the blank words with the correct words on the picture. The teacher gave chances to the students to write the answer on the whiteboard. If the words that were written by the students were correct, the students then had one point from the teacher. The finding shows that the students

were happy in doing this activity. The finding can be seen in the quotation of the field notes below.

*Di aktifitas menulis kata berdasarkan gambar ini, ET tidak kehabisan waktu untuk memberikan contoh. Waktu untuk mengerjakan juga masih cukup bagi SS. R melihat SS tampak semangat dan senang dalam aktifitas ini.*

(In the activity of writing words based on the picture, the English teacher does not consume the available times to give the examples. The time for doing this activity is still enough for the students. The researcher sees the students that they seemed to be enthusiastic and happy in this activity.)

(Appendix B/ Field Notes 15)

From this quotation of the field notes above, it can be seen that doing activities of writing words based on the pictures made the students became enthusiastic in this activity.

## 2. Writing simple sentences supported by colorful pictures

In this activity, the students tried to write simple sentences supported by pictures. Before they tried to write simple sentences on the pictures, the teacher gave the examples to the students. This finding shows that the students both male and female students were excited during this activity. The finding can be shown in the quotation of the field notes below and the activity can be shown in the photograph below.

*Untuk aktifitas menulis kalimat berdasarkan gambar didukung kata acak ini, R melihat SS memperhatikan ET dan mereka tampak senang dan menolong ET menempel gambar-gambarnya dengan senang hati. R juga melihat SS berebutan spidol untuk menulis jawaban di gambar yang ditempel di papan tulis.*

(For the activity of writing sentences based on the pictures that is supported by the jumbled words, the researcher sees that the students pay attention to the English teacher and they seem excited and helped the teacher sticking the pictures happily. The researcher also sees that the students grabbed the watermark each other with other students to write the answers on the pictures stucked on the whiteboard.)

(Appendix B/ Field Notes 15)

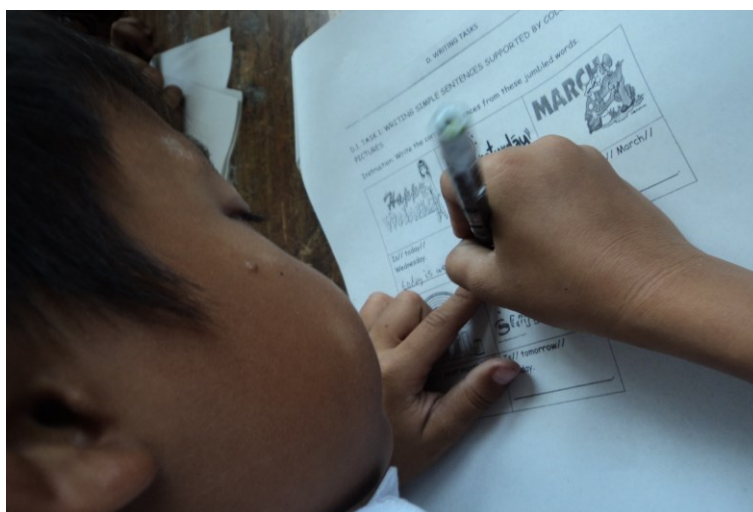


Figure XXV: Figure the Photograph of the Action Writing Simple Sentences Supported by Colorful Pictures

From the quotation of the field notes above, it can be stated that the students gave their attention to the teacher and the students helped the teacher to stick the pictures on the whiteboard. Besides, they were excited when this activity was applied in this class. It can be seen that the students wanted to have the chances to come in front of the class and grabbed the board-marker from other students to write the answer on the pictures that were stuck on the whiteboard.

### **3. Using interesting class activities**

There were two activities in this action of Cycle 2. They were: singing songs by using mnemonic “rhyme” with movements, and asking students to create mnemonic with their version. In Cycle 1, there were three activities in this action. They were: singing songs, playing games, and asking students to create mnemonic with their version. Although there were some improvements in the singing songs activity by the use of the mnemonic “rhyme”, there were problems that existed in this activity. So that, the research team made a modification in this activity. The

research team made modification from singing songs activity by the use of mnemonic “rhyme” by singing songs activity by using mnemonic “rhyme” with movements. Because the research team found that playing game activity was not appropriate to be applied in this class, they remove this activity. Because the students had already made improvements in the activity of asking the students to create mnemonic with their version, the research team kept this activity to be applied again in Cycle 2. For detailed information, the findings can be seen below.

a) Singing songs by using mnemonic “rhyme” with movements

In this activity, the teacher and the students sang songs together that were still related to the topics. In this activity, the teacher used mnemonic “rhyme” to make the the students memorize the lyrics easily. In this activity, the teacher gave examples of movements and asked the students to follow the teacher’s movements. The finding showed that the students were interested with this activity. It can be shown that the activity of singing songs by using mnemonic “rhyme” could help the students memorize the vocabularies in the lyrics that were related to the topic as shown in the quotation of the interview transcripts below and the activity can be shown in the photograph below.

R: *“Bagaimana dek belajar bahasa Inggris pakai “rhyme” dan menari tadi?”* (“How about learning English by using mnemonic “rhyme” while dancing last time?”)  
 SS: *“Asyik Miss.”* (“It is fun, Miss.”)  
 R: *“Apa alasannya?”* (“What is the reason?”)  
 SS: *“Ya mudah ingat materinya aja Miss.” “Gak langsung gitu.” “Tadi menarinya asyik Miss. hehe.”* (“We can remember the materials indirectly.” “It is fun dancing like that last time.”)

(Appendix C/ Interview Transcripts 20)



Figure XXVI: The Photograph of the Action Singing Songs by Using Mnemonic “Rhyme” with Movements

Besides, having activities of singing songs by using mnemonic “rhyme” with movement could make the students pay attention to this activity and they were interested in singing the songs/ rhyme as seen in the quotation of the field notes below:

“Head, shoulders, knees and toes..knees and toes..”. *SS menyanyi bersama-sama sambil menari. Nampak SS antusias dalam menyanyikannya dan berjoget. Hampir sebagian besar SS tertawa saat menyanyikan lagu di aktifitas ini.* (“Head, shoulders, knees and toes..knees and toes..”. The students sing together and dancing. It seems that the students are enthusiastic in singing the rhyme and dancing. Almost most of the students laugh when they sing this rhyme in this activity.)

(Appendix B/ Field Notes 15)

From the students’ response above that singing songs by using mnemonic “rhyme” supported by movements could help the students memorize the materials indirectly.

#### b) Asking Students to Create Mnemonic with Their Version

This action was similar to the previous action that the teacher asked the students to make mnemonic with their own styles on their book. The finding

shows that the use of mnemonic could help the students make different kinds of mnemonic by their own styles creatively as seen from the quotation of the field notes below.

*Untuk aktifitas selanjutnya ET masih menyuruh SS untuk membuat mnemonik versi mereka sendiri tentang “Hobbies”. Di aktifitas ini, SS melakukannya dengan senang dan antusias.*

(For the next activity, the English teacher still asks the students to make mnemonic with their version about “Hobbies”. In this activity, the students do it happily and enthusiastic.)

(Appendix B/ Field Notes 17)

From the quotation of the field note above, it can be inferred that the use of mnemonic could help the students make the kinds of mnemonic with their own style that made other students try to make it by their own style. This activity was full of the students’ happiness and laughters. It is because the students felt that making the mnemonic with their own styles was funny statements and made them more enthusiastic in studying English.

### **c. Reflection of Cycle 2**

In Cycle 1, the students made some improvements. Besides, there were no problems occurred in Cycle 2. In Cycle 2, the students made some improvements in each action. The improvements were based on the qualitative data in form of the field notes and the quotation of the interview transcripts. The improvements were: the students could memorize the vocabularies and the simple sentences concept in a short time, the time allocation could help the students feel ready to learn the materials in the class activities, the use of colorful pictures could restrain the students from making noises during the teaching and learning processes, the colorful pictures could also attract the students’ attention to the materials

explained by the teacher, the students' behaviour changed especially the male students from did not pay attention to the English teacher to be helped their English teacher and gave their attention to the teacher, the presented vocabulary items by using acrostic mnemonic by the addition of time allocation could help the teacher do not waste the time of the teaching and learning process at class, the time allocation could help the students to be ready to use the words that had been learned in the class activities, the addition of the letter cues in each word could help the students to spell the words correctly while learning the English vocabularies by using acrostic mnemonic, the presentation of the concept of making simple sentences by using acrostic mnemonic and spatial grouping mnemonic with the addition of colorful pictures could help the students to pay attention to the teacher's explanation during the teaching and learning process, and the pictures could strengthen the students' memorization about the concept of making simple sentences.

The students also made some improvements in the action of exploring the English materials learned in the class activities and in the actions of developing interesting class activities. They were: the students could respond to the English teacher's instructions by doing appropriate actions based on the teacher's instruction and responding the teacher's instruction by answering the teacher's questions related to the topics, the students could do the activities of *listen and write* well, the activity of the matching words with the appropriate pictures and matching sentences with the appropriate pictures did not waste the times and made the students become more enthusiastic than the former activity of drawing



pictures, singing songs by using rhyme mnemonic supported by movements could help the students to memorize the materials indirectly and having activities of singing songs by using rhyme mnemonic supported by movement could make the students pay attention to this activity and they were interested in singing, and the students were creative in making different kinds of mnemonic with their own styles.

In this study, the researcher made a relationship between the actions, the improvements, and the problems in Cycle 2. The relationship about the actions and the improvements and the weaknesses (problems) in Cycle 2 can be seen in the table 16 below.

**Table 16: The Relationship about the Actions and the Improvements and the Weaknesses (Problems) in Cycle 2**

No	Actions in Cycle II	Improvements	Problems (weaknesses)
1.	Implementing mnemonic to present the English materials a. Presenting the vocabulary items by using mnemonic “acrostic” supported by the use of colorful pictures, the use of time allocation, and the use of letter cues	a. The presentation of the vocabulary items by using acrostic mnemonic by the addition of time allocation could help the teacher not to waste the time of the teaching and learning process at class. b. The time allocation could help the students to feel ready to use the words that had been learned in the class activities c. The colorful pictures could attract the students’ attention to the teacher’s explanation during the teaching and learning process	-

(continued)

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		<p>d. The presentation of the</p> <p>e. The students were interested in the pictures and made the students become more enthusiastic in learning English materials.</p> <p>f. The addition of the letter cues in each word could help the students to spell the words correctly while learning the English vocabularies by using mnemonic “acrostic</p>	
	b. Presenting the concept of making simple sentences by using mnemonic “acrostic and spatial grouping” supported by the use of colorful pictures	<p>a. The presentation of the concept of making simple sentences by using acrostic mnemonic and spatial grouping mnemonic with the addition of colorful pictures could help the students to pay attention to the teacher’s explanation during the teaching and learning process.</p> <p>b. The pictures could strengthen their memorization about the concept of making simple sentences.</p>	-
2.	Exploring the English materials learned in the class activities: a. Listening activities 1) Listen and do (giving instruction and responding to the instruction)	a. The students could respond to the English teacher’s instructions by doing appropriate actions based on the teacher’s instructions and responding to the teacher’s instructions by answering the teacher’s questions related to the topics.	-
	b. Listen and write	<p>a. The students were afraid in making noises.</p> <p>b. The students paid their attention to the teacher’s</p>	-

(continued)

(continued)

		<p>explanation.</p> <p>c. The students could do the <i>listen and write</i> activity well.</p> <p>d. The students stopped making any noises.</p>	
	<p>a. Speaking activities</p> <p>1) Conveying kinds of expressions (doing speaking performance) individually</p>	<p>a. The students paid their attention to the teacher.</p>	-
	<p>b. Reading activities</p> <p>1) Matching words with appropriate pictures</p>	<p>a. The activity of the matching words with the appropriate pictures did not waste the times and made the students more enthusiastic.</p>	-
	<p>b. Matching sentences with appropriate pictures</p>	<p>a. The activity of the matching sentences with the appropriate pictures did not waste the times and the students were enthusiastic in this activity.</p>	-
	<p>d. Writing activities</p> <p>1) the writing words based on colorful pictures (filling in the blank with correct words based on the colorful pictures)</p>	<p>a. The students were happy in doing this activity.</p> <p>b. Doing activities of writing words based on the picture made the students become enthusiastic in this activity.</p>	-
	<p>2) writing simple sentences supported by colorful pictures</p>	<p>a. The students both male and female students were excited during this activity.</p> <p>b. The students paid their attention to the teacher and they helped the teacher to stick the pictures on the whiteboard.</p> <p>c. The students were excited when this activity was applied in this class.</p>	-
3.	Developing interesting class	<p>a. The students were</p>	-

(continued)

(continued)

	activities: a. Singing songs by using mnemonic “rhyme” with movements	interested in this activity. b. The activity of singing songs by using rhyme mnemonic could help the students memorize the lyrics that related to the topics. c. Singing songs by using rhyme mnemonic supported by movements could help the students to memorize the materials indirectly. d. Having activities of singing songs by using rhyme mnemonic could make the students pay attention to this activity and they were interested in singing.	
	b. Asking students to create mnemonic with their version	a. The students were enthusiastic in learning English during the lesson b. The students could creatively make different kinds of mnemonic by their own styles.	-

### C. Quantitative data

Besides the qualitative data presented above, the researcher also presented the quantitative data of the students’ English achievement during the implementation of mnemonic to make the data more objective. The quantitative data were in the form of the students’ pre-test and post test scores. Here, the researcher compared the students’ pre-test and post test scores in the form of four main skill tests by comparing the mean scores of the students. The data can be seen from the

students' mean scores before and after they get the actions. Below, the results of the t-test and the mean scores of the four main skills test are presented.

**Table 17: Result of T-Test from the Pre-Test Post Test**

Data	<i>Mean (<math>\bar{X}</math>)</i>	<i>T</i>	<i>t<sub>0,05</sub>(41)</i>	<i>P</i>
Post test	7.2321	17.424	2.021	0.000
Pre test	5.8988			

Based on the table of the statistical analyses above, it can be found that the average score of the pre-test is 5.8988 and the average score of post test is 7.2321. It means that the average score in the pre-test and post test in the form of an objective test increases by 1.33333 from the average score in the pre-test. According to the t- test, the score difference is significant at  $p < 0.05$ .

#### **D. Research Findings**

The summary of the research findings were related to the use of mnemonic to improve the students' English achievement that are divided into two parts that were related to two research questions in chapter two. Based on the actions, observation, and the reflections, the first finding was related to the use of mnemonic. The second finding was related to the students' English achievement by using mnemonic.

The first finding was related to the use of mnemonic. The first was the use of acrostic. The second was the use of colorful pictures. The third was the use of spatial grouping. The last was the use of rhyme. Beside the those five kinds of mnemonic, the researcher also uses accompanying actions which were the use of time allocation, the use of letter cues, the exploration of the English materials learned in the class activities, and the development of interesting class activities.

The second finding was related to students' English achievement by using mnemonic. The findings showed that the use mnemonic and accompanying actions could improve the students' English achievement. The achievement contained of three learning aspects. They are cognitive, afective, and psychomotor aspects.

First, the findings showed that mnemonic and the accompanying actions could improve the students' English achievement that contains of three learning aspects. They are: cognitive, affective, and psychomotor aspect. Mnemonic and the accompanying actions were believed that these could improve the cognitive aspects of the students. They were for example: the students could memorize the large number of vocabularies, the students could understand the concept of making simple sentences and apply them in simple sentences. Previously, the students could not memorize the large number of vocabularies, they also could not understand the concept of making simple sentences even they could not apply them in simple sentences.

Second, the findings showed that mnemonic and the accompanying actions could improve the affective aspects of the students. They were for example: the students were motivated and interested in the materials during the teaching and learning process. Besides, the students gave their attention to the teacher's explanation during the teaching and learning process. Previously, the students were not motivated and interested in the materials, they also did not give their attention to the teacher's explanation during the teaching and learning process.

Third, the findings showed that mnemonic and the accompanying actions could improve the psychomotor aspects of the students. They were for example: the students can do appropriate actions based on the teacher's instructions such as listen and do, and listen and write. Besides, the students could respond to the teacher's instruction by answering the teacher's questions related to the topic. Previously, the students did not do appropriate actions based on the teacher's instruction and also they did not respond to the teacher's instruction by answering her questions related to the topic. It was because they were busy in making noises during the teaching and learning process.

#### **E. Research Discussion**

There were problems that occurred during the teaching and learning process of the fourth grade at SD N 3 Karanganyar Klaten. They were for example: some students, especially male students from back rows were sleepy during the teaching and learning, the teacher did not use other media except whiteboard and board-marker, many students could not memorize well the order of days of the week, and months in a year, many students could not write simple sentences related to daily activities and hobbies, some students got bored easily during the English learning, sometimes the teacher did not finish in presenting the materials when the time was over because the teacher was busy in asking the students to be silent, and many students found difficulties in understanding the concept of making simple sentences.

To solve the problems, the research team made some actions in Cycle 1. The first actions were implementing mnemonic to present the English materials. The

second actions were exploring the English materials learned in the class activities. The third actions were developing interesting class activities.

In Cycle 1, the students had already made some improvements in each action. The improvements were based on the qualitative data in form of the field notes and the quotation of the interview transcripts. They were for example: the students were interested in the vocabulary presented by using mnemonic “acrostic”, the students could memorize the vocabulary easily, the students were interested in the explanation about the simple sentences concept presented by using mnemonic, the students could respond to the English teacher’s instructions by doing appropriate actions based on the teacher’s instructions and responding to the teacher’s instructions by answering the teacher’s questions related to the topics, the students gave their attention, and the students were more confident in speaking English in front of the class.

On the other hand, there were some problems in this Cycle 1. The problems were based on the qualitative data in form of the field notes and the quotation of the interview transcripts. They were for example: some students did not give attention to the teacher’s explanation during the teaching and learning at class, the student needed time duration of memorizing the lists of vocabulary, and the students found difficulties in spelling the vocabularies, some students did not give attention to the teacher’s explanation during the teaching and learning at class, the teacher found difficulties in controlling the students who had gotten a turn in the role play, especially the students that were difficult to manage, the drawing



activity was not effective because of time duration, and the playing game made the students became too active so that this activity disturbed other classes.

To reduce the problems, the researcher and the teacher made a reflection in the Cycle 1 and conduct the next Cycle. The actions which were used in Cycle 1 would still be used in Cycle 2 with some modification and there were some actions that were removed based on the class condition. The first actions were implementing mnemonic to present the English materials. The second actions were exploring the English materials learned in the class activities. The third actions were developing interesting class activities.

In Cycle 2, the students made some improvements. Besides, there were no problems that occurred in Cycle 2. The improvements were based on the qualitative data in form of the field notes and the quotation of the interview transcripts. They were for example: the time allocation could help the students to feel ready to use the words that had been learned in the class activities, the colorful pictures could attract the students' attention to the teacher's explanation during the teaching and learning process, the addition of the letter cues in each words could help the students to spell the words correctly, the students gave their attention to the teacher's explanation during the teaching and learning process, and the students could respond to the English teacher's instructions by doing appropriate actions based on the teacher's instructions and responding the teacher's instructions by answering the teacher's questions related to the topics. From these students' improvements, these can be used as the indicators that the

students' English achievement improved through the use of mnemonic with the accompanying actions in the fourth grade students of SD N 3 Karanganom Klaten.

During the implementation of the actions, the researcher conducted pre-test and post-test to know the quantitative data of the students' English achievement through mnemonic. Based on the T-test score, it could be found that the average score of the pre-test was 5.8988 and the average score of post test was 7.2321. It means that the average score in the pre-test and post test increased by 1.33333 from the average score in the pre-test. According to the t-test, the score difference is at  $p < 0.05$ . So that it can be concluded that the students' English achievement improved during the implementation of mnemonic with accompanying actions at the fourth grade of SD N 3 Karanganom Klaten.

To know the improvements of students during the implementation of mnemonic with the accompanying actions, the researcher made a relationship between the problems, the actions, and the improvements of the students. The relationship between the problems, the actions, and the improvements can be seen in the table 18 below.

**Table 18: The Relationship Between the problems, the actions, and the improvements**

No	Problems	Actions	Improvements
1.	<ul style="list-style-type: none"> <li>a. The teacher did not use other media except whiteboard and board-marker.</li> <li>b. Many students could not memorize well the order of days of the week, months in a year.</li> <li>c. Many students could not write simple sentences related to Daily Activities and Hobbies.</li> <li>d. Some students were not interested in the teaching and learning processes.</li> <li>e. Sometimes the teacher did not finish in presenting the materials when the time was over. It was because the teacher was busy in asking the students to be silent.</li> <li>d. Many students found difficulties in understanding the concept of making simple sentences.</li> <li>e. Some students sometimes made noises during the teaching and learning processes.</li> <li>f. Some students were passive.</li> </ul>	<ul style="list-style-type: none"> <li>1. Implementing mnemonic to present the English materials</li> <li>a. Presenting the vocabulary items by using acrostic mnemonic supported by the use of colorful pictures, the use of time allocation, and the use of letter cues</li> <li>b. Presenting the concept of making simple sentences by using acrostic mnemonic and spatial grouping mnemonic supported by the use of colorful pictures</li> </ul>	<ul style="list-style-type: none"> <li>a. The presentation of the vocabulary items by using acrostic mnemonic by the addition of time allocation could help the teacher did not waste the time of the teaching and learning process at class.</li> <li>b. The time allocation could help the students to feel ready to use the words that had been learned in the class activities.</li> <li>c. The colorful pictures could attract the students' attention to the teacher's explanation during the teaching and learning process.</li> <li>d. The students were interested in the pictures. So that, the students became more enthusiastic in learning English materials.</li> <li>e. The addition of the letter cues in each words could help the students spell the words correctly while learning the English vocabularies by using acrostic mnemonic</li> <li>f. The pictures could strengthen their memorization about the concept of making simple sentences.</li> </ul>
2.	<ul style="list-style-type: none"> <li>a. Some students did not feel challenged in during the English activity. They were sleepy during the teaching and learning process.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the English materials learned in the class activities:</li> <li>a. Listening activities               <ul style="list-style-type: none"> <li>1) Listen and do (giving instruction and respond)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a. The students could respond to the English teacher's instructions by doing appropriate actions based on the teacher's instructions and responding to the</li> </ul>

(continued)

(continued)

	b. The teacher did not explore the four main skills. The activities were only listening the teacher explanation and answering the teacher questions together.		teacher's instruction by answering the teacher's questions related to the topics.
		2) Listen and write	a. The students were afraid of making noises. b. The students gave their attention. c. The students could do the activities of <i>listen and write</i> well. d. The students stopped making any noises.
		b. Speaking activities 1) Conveying kinds of expressions at prompt	a. The students paid their attention to the teacher.
		c. Reading activities 1) Matching words with appropriate pictures	a. The activity of the matching words with the appropriate pictures did not waste the times and made the students more enthusiastic than the former activity drawing pictures.
		2) Matching sentences with appropriate pictures	a. The activity of the matching sentences with the appropriate pictures did not waste the times and made the students enthusiastic.
		d. Writing activities 1) the writing words based on colorful pictures (filling in the blank with correct words based on the colorful pictures)	a. The students were happy in doing this activity. b. Doing the activity of writing words based on the picture made the students became enthusiastic.
		2. writing simple sentences supported by colorful pictures	a. The students both male and female students were excited during this activity. b. The students paid their attention to the teacher and the students helped the teacher to stick the pictures on the whiteboard. c. The students were excited when this activity was applied in this class.

(continued)

(continued)

3.	<p>a. Some students, especially male students from back rows were sleepy during the teaching and learning.</p> <p>b. Some students got bored easily during the English learning.</p> <p>c. The teacher did not give interesting activities to reduce the students' boredom.</p>	<p>3. Developing interesting class activities:</p> <p>a. Singing songs by using rhyme mnemonic with movements</p>	<p>a. The students were interested in this activity.</p> <p>b. The activity of singing songs by using rhyme mnemonic could help the students memorize the lyrics that related to the topics.</p> <p>c. Singing songs by using rhyme mnemonic supported by movements could help the students remember the materials indirectly.</p> <p>d. Having activities of singing songs by using rhyme mnemonic could make the students pay attention to this activity and they were interested in singing the songs/ rhyme.</p>
		b. Creating mnemonic made by the students	<p>a. The students were enthusiastic in learning English during the lesson.</p> <p>b. The students could creatively make different kinds of mnemonic with their own styles.</p>

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

This chapter provides information about the conclusions of the study, implication, and suggestion. The discussion of each point will be presented as follows.

#### **A. Conclusion**

The goal of this study is to improve the students' English achievement at the fourth grade of SD N 3 Karangnom Klaten. To be able to reach the goal, the researcher applied mnemonic as an appropriate teaching technique in English learning in action research conducted in the first semester of the academic year of 2012/ 2013. Following the results of the data analysis, information is presented below to answer the research question in the formulation of the problem.

In this study, the efforts to improve the students' English achievement were done by conducting some actions. The main action is implementing mnemonic. The implementation of mnemonic was accompanied by other actions to support the implementation of mnemonic in improving the students' English achievement. The researcher and the teacher conducted some actions in Cycle 1 and Cycle 2. It is because there were some problems (weaknesses) of the actions that occurred in Cycle 1. The research team conducted the next cycle based on the reflection of the first Cycle. It was done to reduce the problems that occurred in the first Cycle.

The improvement of the students' cognitive aspect such as the improvement of the students' abilities in memorizing English materials such as the English

vocabularies, the concept of making simple sentences, and word spelling can be used as the indicators that the students can improve their English achievement through the use of mnemonic with accompanying actions. In addition, they can explore their English knowledge to do the class activities. The changes of the students' affective aspect such as the changes of the students' attitudes from getting bored easily during the English teaching and learning to being excited, interested, and enthusiastic are also other indicators that students can improve their English achievement through the use of mnemonic with the accompanying actions. The changes of the students' psychomotor aspect such as did not respond to the teacher's instruction to be responded the teacher's instructions by doing appropriate actions based on the teacher's instructions and answered the teacher's questions related to the topics. The different results of the students' pre-test and post test also showed that the students can improve their English achievement through the use of the mnemonic with the accompanying actions. It is because the students' mean score of the post test increase by 1.33333. According to the t- test, the mean score difference is at  $p < 0.05$ .

### **B. Implication**

The conclusion explains how mnemonic with the accompanying actions can be used to improve the students' English achievement. These are the results of the actions done in English teaching and learning to improve the students' English achievement of the fourth grade students of SD N 3 Karangnom Klaten. Then in this part, the researcher can propose some items of implication.

First, the implementation of mnemonic with the accompanying actions can help the teacher attract the students' attention during the teaching and learning process. It is because mnemonic is unique for them so that they give their attention to the teacher's explanation during the implementing of mnemonic at class.

Second, giving time management while presenting materials by using mnemonic is effective to help the students remember and memorize easily the English materials in a short time. Besides, it also helps the teacher not to waste the time duration when presenting the materials by using mnemonic.

Third, giving colorful pictures while presenting materials by using mnemonic is useful for the teacher and also the students. For the teacher, It can help the teacher to teach the materials by using mnemonic. Besides, the teacher does not need to explain many times and also write many times because of the limited space of the whiteboard. For the students, it can attract the students' attention easily and they restraint of making noises because they pay attention to the colorful pictures stucked on the whiteboard.

Fourth, adding letter cues in each word of vocabulary can help the students speak, read, and also listen then write the words in the correct spelling. It indicates that the teacher can use this technique as an alternative classroom activity. This can help the students predict the words, speak, read and also listen then write them in the correct spelling.

Fifth, making the mnemonic with own styles in funny and unique ways can help the students minimize their boredom. It implies that the more funny and unique mnemonic the students made, the more easy to remember and memorize



the English materials. It is beneficial for them, because the funny and unique mnemonic made by them with their own styles can make them memorize the English materials in a short time. It is because making the mnemonic with their own styles is matched with their own styles of learning English. So that, when they memorize their creatively mnemonic made by their own style can make them feel easier to remember and memorize the English materials than other made. It is done as an alternative strategy for the students that are not able to memorize the mnemonic made by other people.

Sixth, giving movement while singing songs of mnemonic is useful to avoid the boredom of the students during the presentation of the materials by using mnemonic at class. The movement makes the students participate in singing songs activity enthusiastically.

### **C. Suggestion**

Based on the conclusion and the implication, the researcher offers some suggestions for English teacher and the other researchers. These are presented below.

#### **1. To English Teachers**

Due to the limited time, the researcher only used some actions in implementing mnemonic in this class. The English teachers need to try on using other actions in the teaching and learning process to help the students improve their English achievement. During the research, the researcher only used colorful pictures while presenting the materials during the implementation of mnemonic in

this class. English teachers can use another media such as flashcards to attract the students' interest during the teaching and learning processes.

## 2. To other Researchers

In this study, the researcher conducted the research in two months because of the limited time. Other researchers may follow up this study in a longer time to find more actions to improve the students' English achievement. Moreover, they can conduct this study in other schools which have different characteristics from SD N 3 Karanganom Klaten so that the research study can be more general.

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**Cycle 1 First meeting**

<b>No.</b>	<b>Aspect</b>	<b>Indicators</b>	<b>yes</b>	<b>no</b>
1.	Teaching and learning sets in the application of mnemonic	a. Using curriculum in the teaching and learning process in the application of mnemonic b. Using course grid in the teaching and learning process in the application of mnemonic c. Using lesson plan in the teaching and learning process in the application of mnemonic	√  √  √	-  -  -
2.	Teaching and learning process in the application of mnemonic	a. Beginning the lesson in the application of mnemonic b. Structuring the lesson in the application of mnemonic c. Asking questions in the application of mnemonic d. Changing sub-topics in the application of application of mnemonic e. Responding to students' performance in the application of mnemonic f. Using learning aids in the application of mnemonic g. Using books or references in the application of mnemonic h. Administering tests or exams in the application of mnemonic	- - - √ - - - -	√ √ √  √ √ √ √
3.	Students' cognitive aspects in the application of mnemonic	a. Memorizing a large number of vocabularies and the concept of making simple sentences by using mnemonic b. Understanding the concept of making simple sentences by using mnemonic c. Applying mnemonic in the four main skills of speaking, reading, listening, and writing	-  -  -	√  √ √
4.	Students' affective aspects in the application of mnemonic	a. Feeling pleased in the application of mnemonic b. Feeling challenged in the application of mnemonic c. Giving attention to the teacher's explanation about the application of mnemonic	√ - √	- √ -

5.	Students' psychomotor aspects in the application of mnemonic	a. Doing appropriate actions based on the teacher's instructions b. Doing interaction with the teacher c. Doing interaction with classmates	-  -  √	√  √  -
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**Cycle 1 Second meeting**

<b>No.</b>	<b>Aspect</b>	<b>Indicators</b>	<b>Yes</b>	<b>No</b>
1.	Teaching and learning sets in the application of mnemonic	a. Using curriculum in the teaching and learning process in the application of mnemonic b. Using course grid in the teaching and learning process in the application of mnemonic c. Using lesson plan in the teaching and learning process in the application of mnemonic	√  √  √	-  -  -
2.	Teaching and learning process in the application of mnemonic	a. Beginning the lesson in the application of mnemonic b. Structuring the lesson in the application of mnemonic c. Asking questions in the application of mnemonic d. Changing sub-topics in the application of application of mnemonic e. Responding to students' performance in the application of mnemonic f. Using learning aids in the application of mnemonic g. Using books or references in the application of mnemonic h. Administering tests or exams in the application of mnemonic	- - - √ - - - -	√ √ √ - √ √ √ √
3.	Students' cognitive aspects in the application of mnemonic	a. Memorizing a large number of vocabularies and the concept of making simple sentences by using mnemonic b. Understanding the concept of making simple sentences by using mnemonic c. Applying mnemonic in the four main skills of speaking, reading, listening, and writing	-  -  -	√  √  √
4.	Students' affective aspects in the application of mnemonic	a. Feeling pleased in the application of mnemonic b. Feeling challenged in the application of mnemonic c. Giving attention to the teacher's explanation about the application of mnemonic	√ - √	- - √



5.	Students' psychomotor aspects in the application of mnemonic	a. Doing appropriate actions based on the teacher's instructions b. Doing interaction with the teacher c. Doing interaction with classmates	-  - √	√ √ -
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### Cycle 1 third meeting

No.	Aspect	Indicators	Yes	No
1.	Teaching and learning sets in the application of mnemonic	a. Using curriculum in the teaching and learning process in the application of mnemonic b. Using course grid in the teaching and learning process in the application of mnemonic c. Using lesson plan in the teaching and learning process in the application of mnemonic	√  √  √	-  -  -
2.	Teaching and learning process in the application of mnemonic	a. Beginning the lesson in the application of mnemonic b. Structuring the lesson in the application of mnemonic c. Asking questions in the application of mnemonic d. Changing sub-topics in the application of application of mnemonic e. Responding to students' performance in the application of mnemonic f. Using learning aids in the application of mnemonic g. Using books or references in the application of mnemonic h. Administering tests or exams in the application of mnemonic	- - - √ - - - -	√ √ √ - √ √ √ √
3.	Students' cognitive aspects in the application of mnemonic	a. Memorizing a large number of vocabularies and the concept of making simple sentences by using mnemonic b. Understanding the concept of making simple sentences by using mnemonic c. Applying mnemonic in the four main skills of speaking, reading, listening, and writing	- - -	√ √ √
4.	Students' affective aspects in the application of mnemonic	a. Feeling pleased in the application of mnemonic b. Feeling challenged in the application of mnemonic	√ -	- -

		c. Giving attention to the teacher's explanation about the application of mnemonic	√	√
5.	Students' psychomotor aspects in the application of mnemonic	a. Doing appropriate actions based on the teacher's instructions b. Doing interaction with the teacher c. Doing interaction with classmates	-  -  √	√  √  -

**Cycle 1 fourth meeting**

<b>No.</b>	<b>Aspect</b>	<b>Indicators</b>	<b>Yes</b>	<b>No</b>
1.	Teaching and learning sets in the application of mnemonic	a. Using curriculum in the teaching and learning process in the application of mnemonic b. Using course grid in the teaching and learning process in the application of mnemonic c. Using lesson plan in the teaching and learning process in the application of mnemonic	√  √  √	-  -  -
2.	Teaching and learning process in the application of mnemonic	a. Beginning the lesson in the application of mnemonic b. Structuring the lesson in the application of mnemonic c. Asking questions in the application of mnemonic d. Changing sub-topics in the application of application of mnemonic e. Responding to students' performance in the application of mnemonic f. Using learning aids in the application of mnemonic g. Using books or references in the application of mnemonic h. Administering tests or exams in the application of mnemonic	- - - √ - - - √	√ √ √ - √ √ √ -
3.	Students' cognitive aspects in the application of mnemonic	a. Memorizing a large number of vocabularies and the concept of making simple sentences by using mnemonic b. Understanding the concept of making simple sentences by using mnemonic c. Applying mnemonic in the four main skills of speaking, reading, listening, and writing	- - -	√ √ √
4.	Students' affective aspects in the application of mnemonic	a. Feeling pleased in the application of mnemonic b. Feeling challenged in the application of mnemonic c. Giving attention to the teacher's explanation about the application of mnemonic	√ - √	- - √

5.	Students' psychomotor aspects in the application of mnemonic	a. Doing appropriate actions based on the teacher's instructions b. Doing interaction with the teacher c. Doing interaction with classmates	-  -  √	√  √  -
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**Cycle 2 first meeting**

<b>No.</b>	<b>Aspect</b>	<b>Indicators</b>	<b>Yes</b>	<b>No</b>
1.	Teaching and learning sets in the application of mnemonic	a. Using curriculum in the teaching and learning process in the application of mnemonic b. Using course grid in the teaching and learning process in the application of mnemonic c. Using lesson plan in the teaching and learning process in the application of mnemonic	√  √  √	-  -  -
2.	Teaching and learning process in the application of mnemonic	a. Beginning the lesson in the application of mnemonic b. Structuring the lesson in the application of mnemonic c. Asking questions in the application of mnemonic d. Changing sub-topics in the application of application of mnemonic e. Responding to students' performance in the application of mnemonic f. Using learning aids in the application of mnemonic g. Using books or references in the application of mnemonic h. Administering tests or exams in the application of mnemonic	- √ √ √ √ √ √ √	√ - - - - - - -
3.	Students' cognitive aspects in the application of mnemonic	a. Memorizing a large number of vocabularies and the concept of making simple sentences by using mnemonic b. Understanding the concept of making simple sentences by using mnemonic c. Applying mnemonic in the four main skills of speaking, reading, listening, and writing	- √ -	√ - √
4.	Students' affective aspects in the application of mnemonic	a. Feeling pleased in the application of mnemonic b. Feeling challenged in the application of mnemonic c. Giving attention to the teacher's explanation about the application of mnemonic	√ √ √	- - -

5.	Students' psychomotor aspects in the application of mnemonic	a. Doing appropriate actions based on the teacher's instructions b. Doing interaction with the teacher c. Doing interaction with classmates	-  √  √	√  -  -
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**Cycle 2 second meeting**

<b>No.</b>	<b>Aspect</b>	<b>Indicators</b>	<b>Yes</b>	<b>No</b>
1.	Teaching and learning sets in the application of mnemonic	a. Using curriculum in the teaching and learning process in the application of mnemonic b. Using course grid in the teaching and learning process in the application of mnemonic c. Using lesson plan in the teaching and learning process in the application of mnemonic	√  √  √	-  -  -
2.	Teaching and learning process in the application of mnemonic	a. Beginning the lesson in the application of mnemonic b. Structuring the lesson in the application of mnemonic c. Asking questions in the application of mnemonic d. Changing sub-topics in the application of application of mnemonic e. Responding to students' performance in the application of mnemonic f. Using learning aids in the application of mnemonic g. Using books or references in the application of mnemonic h. Administering tests or exams in the application of mnemonic	- √ √ √ √ √ √ √	√ - - - - - - -
3.	Students' cognitive aspects in the application of mnemonic	a. Memorizing a large number of vocabularies and the concept of making simple sentences by using mnemonic b. Understanding the concept of making simple sentences by using mnemonic c. Applying mnemonic in the four main skills of speaking, reading, listening, and writing	√  √  -	√  -  √
4.	Students' affective aspects in the application of	a. Feeling pleased in the application of mnemonic b. Feeling challenged in the application of mnemonic	√ √	- -



	mnemonic	c. Giving attention to the teacher's explanation about the application of mnemonic	√	-
5.	Students' psychomotor aspects in the application of mnemonic	a. Doing appropriate actions based on the teacher's instructions	√	-
		b. Doing interaction with the teacher	√	-
		c. Doing interaction with classmates	√	-

**Cycle 2 third meeting**

<b>No.</b>	<b>Aspect</b>	<b>Indicators</b>	<b>Yes</b>	<b>No</b>
1.	Teaching and learning sets in the application of mnemonic	a. Using curriculum in the teaching and learning process in the application of mnemonic b. Using course grid in the teaching and learning process in the application of mnemonic c. Using lesson plan in the teaching and learning process in the application of mnemonic	√  √  √	-  -  -
2.	Teaching and learning process in the application of mnemonic	a. Beginning the lesson in the application of mnemonic b. Structuring the lesson in the application of mnemonic c. Asking questions in the application of mnemonic d. Changing sub-topics in the application of application of mnemonic e. Responding to students' performance in the application of mnemonic f. Using learning aids in the application of mnemonic g. Using books or references in the application of mnemonic h. Administering tests or exams in the application of mnemonic	√  √  √  √  √  √  √  √  √	-  -  -  -  -  -  -  -  -
3.	Students' cognitive aspects in the application of mnemonic	a. Memorizing a large number of vocabularies and the concept of making simple sentences by using mnemonic b. Understanding the concept of making simple sentences by using mnemonic c. Applying mnemonic in the four main skills of speaking, reading, listening, and writing	√  √  √	-  -  -
4.	Students' affective aspects in the application of mnemonic	a. Feeling pleased in the application of mnemonic b. Feeling challenged in the application of mnemonic c. Giving attention to the teacher's explanation about the application of mnemonic	√  √  √	-  -  -

5.	Students' psychomotor aspects in the application of mnemonic	a. Doing appropriate actions based on the teacher's instructions	√	-
		b. Doing interaction with the teacher	√	-
		c. Doing interaction with classmates	√	-

## APPENDIX B: FIELD NOTES

**(Field note 1)**

**Hari** : **Senin**  
**Tanggal** : **24 September 2012**  
**Pukul** : **07.15**  
**Tempat** : **Ruang kepala sekolah**  
**R** : **Researcher**  
**KS** : **Kepala Sekolah**  
**ET** : **English Teacher**

Hari ini R menemui KS untuk menanyakan ijin penelitian di SD N 3 Karangnom Klaten. R memasuki ruangan KS. "Assalamu'alaikum." Kata R. "Wa'alaikumsalam." "Siapa ya?" Jawab KS. "Maaf pak mengganggu sebentar." "Saya Ayu Puspita Sari. Saya mahasiswa Universitas Negeri Yogyakarta jurusan pendidikan bahasa Inggris." "Saya berencana akan melakukan penelitian di sekolah ini." Jawab R. "Oh boleh boleh mbak silahkan tapi saya memerlukan surat ijin dari kampus ya mbak." "Kira-kira berapa lama mbak penelitiannya?" Tanya KS. "Kurang lebih 2 bulan pak." Jawab R. "Oh bisa bisa." "Kira kira ada yang bisa saya bantu mbak ayu?" Tanya KS. "Iya pak." "Saya ingin bertemu dengan guru bahasa Inggrisnya." Jawab R. Karena KS akan segera pergi, KS meminta R untuk segera menemui ET di ruangan guru. Setelah R berada di depan ruang guru, R kemudian bertanya kepada seorang guru yang tidak lain adalah ET itu sendiri. "Assalamu'alaikum." Sapa R. "Wa'alaikumsalam." Jawab ET. "Permisi bu, saya Ayu Puspita Sari mahasiswa dari pendidikan bahasa Inggris UNY ingin bertemu dengan guru bahasa Inggris di sini." Kata R. "Oh iya saya sendiri." "Ada yang bisa saya bantu mbak Ayu?" Jawab ET. Setelah R berbincang bincang dengan ET kemudian mendiskusikan kapan penelitian akan dilaksanakan, R kemudian pamit pulang dan tidak lupa meminta nomor telepon dari ET untuk rencana renca penelitian selanjutnya.

**(Field note 2)**

**Hari** : Selasa  
**Tanggal** : 2 Oktober 2012  
**Pukul** : 07.00  
**Tempat** : Ruang kepala sekolah, ruang guru  
**R** : Researcher  
**KS** : Kepala Sekolah  
**ET** : English Teacher  
**SS** : Students

Hari ini R menemui KS lagi untuk memberikan surat ijin penelitian dari fakultas yang sudah mendapat tembusan dari kepatihan Yogyakarta, Litbangkespol Semarang dan Bappeda Klaten. R kemudian memasuki ruangan KS sambil membawa surat ijin penelitian. R: "Assalamu'alaikum." Sapa R kepada KS. "Wa'alaikumsalam." "Oh mbak ayuk yaa." "Silahkan masuk mbak." "Gimana jadi penelitian di sini mbak?" Jawab KS. "Iya pak." "Saya jadi penelitian di sini untuk keperluan skripsi saya." "Ini saya juga membawa surat ijin penelitiannya pak." "Tolong diterima." Jawab R. "Iya mbak." "Ini saya simpan." "Kira kira penelitiannya dimulai hari apa ya mbak?" Kata KS. Setelah R berbincang bincang dengan KS, KS kemudian pergi karena ada keperluan. R kemudian menemui ET di ruang guru. Saat R bertemu dengan ET di ruang guru, ET kemudian mengajak R untuk masuk ke kelas 1 kemudian kelas 4.

**(Field note 3)**

**Hari** : Selasa  
**Tanggal** : 2 Oktober 2012  
**Pukul** : 07.30  
**Tempat** : Ruang kelas 1  
**R** : Researcher  
**ET** : English Teacher  
**SS** : Students

ET dan R masuk ke kelas 1 pada pukul 07.00. Saat ET masuk di kelas 1, ET meletakkan buku di meja tanpa menyapa SS. "siapa itu bu?" Tanya SS. ET kemudian memperkenalkan R kepada SS. "Anak-anak hayo duduk yang tenang." Kata ET sambil memukul penggaris di meja tiga kali. "Kalian pasti penasaran Bu Anik bersama mbak yang pake baju batik ini kan? Tanya ET kepada SS. "Iya bu mbaknya itu siapa?" Tanya SS kepada ET. "Ini mbak ayu, dia mau penelitian di sini." Kata ET. "Oh mbak ayu." Setelah perkenalan R duduk di kursi deretan belakang saat R mengobservasi. Selama pengamatan R di kelas 1. R melihat SS tampak antusias belajar bahasa Inggris.

**(Field note 4)**

**Hari** : Selasa  
**Tanggal** : 2 Oktober 2012  
**Pukul** : 11.00  
**Tempat** : Ruang kelas 4  
**R** : Researcher  
**ET** : English Teacher  
**SS** : Students

Kemudian pada pukul 11.00 ET mengajak R untuk masuk ke kelas 4. Saat ET dan R masuk kelas 4. Hari ini pelajaran bahasa Inggris dimulai setelah SS selesai pelajaran praktek olahraga. Situasi awal sama seperti di kelas 1, SS bertanya-tanya siapa R sebenarnya. Setelah R memperkenalkan diri kepada SS, R kemudian duduk di kursi deretan belakang untuk mengamati aktifitas SS selama pembelajaran bahasa Inggris. Saat mengamati, R menemukan beberapa masalah di kelas 4 ini diantaranya ada beberapa SS yang tampak mengantuk saat ET sedang menerangkan materi, ada beberapa murid bagian belakang yang sibuk bermain kertas sobekan dan sedotan, bagian depan samping pintu keluar ada 1 kelompok SS laki-laki yang nakal dan sering tidak naik kelas malah asyik mengobrol dan tidak mencatat materi yang disampaikan ET di kelas.

**(Field note 5)**

**Hari** : Rabu  
**Tanggal** : 3 Oktober 2012  
**Pukul** : 07.00  
**Tempat** : Kelas 2  
**R** : Researcher  
**ET** : English Teacher  
**SS** : Students

Hari ini pukul 07.00 ET dan R masuk kelas 2. Saat ET dan R masuk kelas 2, seperti hari-hari sebelumnya SS bertanya-tanya siapa R sebenarnya. Kemudian R memperkenalkan diri seperti di kelas 1 dan kelas 4 kemarin. "Good morning, perkenalkan namaku Ayu Puspita Sari dari Universitas Negeri Yogyakarta." "Panggil saja miss Ayu." "Miss Ayu di sini melakukan penelitian selama kurang lebih 2 bulan." "Mohon bantuan adek adek ya." "Terima kasih." Setelah R memperkenalkan diri, R duduk di kursi deretan belakang. R kemudian mengobservasi aktifitas SS saat proses belajar mengajar bahasa Inggris. R mengamati kalau SS lumayan tenang dan memperhatikan materi yang disampaikan ET sewaktu di kelas. Setelah jam pelajaran selesai, ET kemudian mengajak R untuk masuk kelas 3 pada pukul 08.10 pagi.

**(Field note 6)**

**Hari** : Rabu  
**Tanggal** : 3 Oktober 2012  
**Pukul** : 08.10  
**Tempat** : Ruang kelas 3  
**R** : Researcher  
**ET** : English Teacher  
**SS** : Students

Saat ET dan R masuk di kelas 3 seperti yang terjadi di kelas kelas sebelumnya kalau SS bertanya-tanya siapa R sebenarnya. Kemudian R memperkenalkan diri dihadapan SS. "Good morning, perkenalkan namaku Ayu Puspita Sari dari Universitas Negeri Yogyakarta." "Panggil saja miss Ayu." "Miss Ayu di sini melakukan penelitian selama kurang lebih 2 bulan." "Mohon bantuannya ya." Setelah memperkenalkan diri ET langsung meletakkan buku di meja dan R duduk di kursi deretan belakang untuk mengobservasi aktifitas SS selama proses belajar mengajar berlangsung di kelas ini. R mengamati bahwa SS di kelas 3 ini tampak rajin dan memperhatikan materi yang disampaikan ET sewaktu di kelas. Tampak ada beberapa SS yang mencatat materi yang disampaikan ET tanpa ET suruh.

**(Field note 7)**

**Hari** : Kamis  
**Tanggal** : 4 Oktober 2012  
**Pukul** : 08.10  
**Tempat** : Ruang kelas 5  
**R** : Researcher  
**ET** : English Teacher  
**SS** : Students

Saat ET dan R masuk di kelas 5 seperti yang terjadi di kelas kelas sebelumnya kalau SS bertanya-tanya siapa R sebenarnya. Kemudian R memperkenalkan diri dihadapan SS. "Good morning, perkenalkan namaku Ayu Puspita Sari dari Universitas Negeri Yogyakarta." "Panggil saja miss Ayu." "Miss Ayu di sini melakukan penelitian selama kurang lebih 2 bulan." "Mohon bantuannya ya." Setelah memperkenalkan diri ET langsung meletakkan buku di meja dan R duduk di kursi deretan belakang untuk mengobservasi aktifitas SS selama proses belajar mengajar berlangsung di kelas ini. R mengamati bahwa SS di kelas 5 ini agak sedikit gaduh tapi masih dapat dikendalikan oleh ET.

**(Field note 8)**

**Hari** : Kamis  
**Tanggal** : 4 Oktober 2012  
**Pukul** : 09.00  
**Tempat** : Ruang guru  
**R** : Researcher  
**ET** : English Teacher  
**SS** : Students

Setelah ET dan R memasuki kelas 5, ET dan R menuju ruang guru untuk berdiskusi tentang kelas apa yang akan dijadikan subyek penelitian R. Sebelum berdiskusi ET dan R disajikan makanan ringan oleh seorang guru agama. Setelah ET dan R selesai makan, ET dan R berdiskusi sambil R membawa buku catatan. R bertanya kepada ET tentang info tambahan dari SS tiap kelas. Diskusi hari ini berlangsung kurang lebih 30 menit. Selain memilih kelas mana yang cocok untuk dijadikan tempat penelitian, R juga berdiskusi dengan ET tentang metode yang akan digunakan R untuk memecahkan masalah masalah yang terjadi dalam proses belajar mengajar di kelas guna membantu kesulitan siswa dan guru sewaktu proses belajar mengajar di kelas. Dari hasil diskusi R dan ET dan dari hasil observasi oleh R di tiap tiap kelas, akhirnya R memilih kelas 4 untuk dijadikan subyek penelitian dan mendapat dukungan dari ET. Selain itu untuk metode, R akhirnya menggunakan metode jembatan keledai untuk membantu kesulitan SS dan juga ET dalm proses belajar mengajar di kelas 4 dan metode jembatan keledai disetujui dan didukung oleh ET. R meminta tolong kepada ET agar SS kelas 4 hari selasa besok di jam ke tujuh akan diberitahu bahwa mereka akan mengerjakan soal dari R dan dijawab sebisanya saja.



**(Field note 9)**

**Hari** : Selasa  
**Tanggal** : 9 Oktober 2012  
**Pukul** : 11.00-12.10  
**Tempat** : Ruang kelas 4  
**R** : Researcher  
**ET** : English Teacher  
**SS** : Students

Hari ini R dan ET masuk kelas 4 pukul 11.00 yaitu jam ke tujuh. Setelah R dan ET masuk, R menepati janjinya untuk memberikan soal pre-tes kepada SS kelas 4. R kemudian memberikan soal pre tes kepada SS kelas 4 untuk mereka kerjakan. Waktu yang diberikan ET adalah 2x 35 menit yaitu dari jam ke tujuh hingga jam ke delapan. ET kemudian menyuruh siswa untuk mengerjakan soal soalnya sebisanya saja. Waktu terus berjalan, SS tampak tenang dalam mengerjakan soal. Ada beberapa SS yang garuk garuk kepala saat mengerjakan. Setelah pukul 12.05 ET menyuruh SS untuk segera menyelesaikannya. Pukul 12.10 ET menyuruh SS untuk mengumpulkan pekerjaannya. SS kemudian berbondong bondong mengumpulkan soal soal tersebut ke meja ET dan ke tangan R. Setelah hasil pekerjaan SS dikumpulkan ET dan R kemudian pergi meninggalkan kelas. R melihat ET tidak mengucapkan salam perpisahan kepada SS.

*CYCLE 1*

(Field note 10)

(First meeting)

Hari : Selasa  
 Tanggal : 16 Oktober 2012  
 Pukul : 11.00-12.10  
 Tempat : Ruang kelas 4  
 ET : English Teacher  
 R : Researcher  
 SS : Students  
 Tema pembelajaran : Calendar  
 Skill : Speaking, Listening, Reading dan, Writing

Hari ini adalah ketiga kalinya R memasuki kelas 4. Saat ET mengajak untuk masuk kelas 4, R kemudian langsung masuk dan duduk di kursi deretan paling belakang. Hari ini ET menjelaskan tentang jembatan keledai/ mnemonik di papan tulis. Pada awalnya SS tertarik dengan nama-nama aneh yang berhubungan dengan topik Calendar seperti Sumanto beli wedang jahe trus Frida beli sate yang merupakan jalan pintas belajar dalam menghafalkan urutan nama nama hari. **Tetapi lama kelamaan R melihat ada beberapa SS yang lama kelamaan menjadi bosan. Saat ET menjelaskan mnemonik di papan tulis, R juga melihat beberapa murid laki laki yang tidak memperhatikan penjelasan dari ET.** Hari ini ET menjelaskan tentang mnemonik/ jembatan keledai yang berhubungan dengan kosakata dan konsep pembuatan kalimat sederhana di kelas 4. Setelah ET selesai menjelaskan tentang jembatan keledai yang berhubungan dengan kosakata topik Calendar, **ET menyuruh SS menghafal kosakata dan konsep pembuatan kalimat sederhana yang terpampang di kertas gambar manila yang ditempel di papan tulis. “Nah coba kalian hafalkan kata-kata dan konsep ini dalam waktu 5 menit ya?” “Walah bu, lha kok sedikit sekali waktunya?” Beberapa SS protes. “Yah, dicoba dulu nanti ibi tunjuk satu satu maju di depan kelas mengisi kata-kata yang ibu hapus tadi.” Jawab ET tegas.** Setelah SS mencoba untuk menghafal, banyak dari mereka yang masih merasa kesulitan. Kemudian ET mempresentasikan lagi tentang jembatan keledai/ mnemonik yang berhubungan dengan topik yang sama yaitu “Calendar”. Setelah itu, ET mempresentasikan tentang mnemonik yang berhubungan dengan fungsi bahasa yang berkaitan dengan konsep pembuatan kalimat sederhana. **Saat ET menjelaskan tentang konsep kalimat sederhana dengan menggunakan jembatan keledai. R melihat ada beberapa murid berkata “hahahaha...lucu pakai Dewi Ayu segala bu, tanya murid.” “Iya dong, lucu kan.” Jawab ET. “Iya bu lucu, unik yo cah.” Jawab murid sambil bertanya kepada teman-temannya. “Iya”. Jawab teman teman mereka. “Yaudah kalau lucu sekarang kalian perhatikan papan tulis ya.” Kata ET. “Iya bu.” Jawab SS. Tetapi saat ET menjelaskan mnemonik di papan tulis, R melihat beberapa murid terutama murid laki laki yang masih terlihat tidak memperhatikan**

penjelasan dari ET. R juga melihat ada beberapa murid laki-laki di deretan belakang bercanda dengan teman sebangkunya sedang murid-murid lain yang di deretan belakang bermain kertas sobekan dari buku mereka untuk dibuat pesawat mainan. Setelah itu, ET memberikan lagu yang berhubungan dengan tema. SS bernyanyi bersama ET dengan tersenyum. Tetapi R melihat ada beberapa SS yang menguap saat aktifitas menyanyi ini berlangsung. Untuk jam ke tujuh, ET memberikan aktivitas speaking dan listening. Untuk aktifitas listening, ET memberikan latihan (practice) tentang Listen and do (giving instruction and responding to the instruction) dan listen and write. Kemudian SS menirukannya untuk dinilai (production). Untuk listen and do, tampak SS merespon ET dengan menjawab pertanyaan yang diberikan ET secara lisan di depan kelas. Contoh aktifitas listening tadi diperagakan oleh ET sebagai ET dan R sebagai SS. Untuk listen and write, **Setelah penjelasan materi dari ET selesai, ET kemudian menyuruh SS untuk mengeluarkan kertas sobekan. “Ayo dikeluarkan kertas sobekannya.” “Buku-buku dimasukkan di tas.” “Tidak boleh ada yang mencontek.” Kata ET.” Iya bu.” jawab SS. “Yak tulis kata-kata yang ibu sebutkan dengan tulisan yang benar!” “Nomor satu: Monday, nomor dua Friday (hingga nomor sepuluh).” Kata ET. Kemudian S menulis jawaban di kertas sobekan dalam waktu yang ditentukan ET yaitu 10 menit. Setelah mereka selesai mengerjakan, kemudian kertas sobekan tersebut ditukar dengan teman-teman sebangku dan kemudian dinilai. Setelah dinilai, kemudian ET menyuruh siswa yang koreksiannya banyak benarnya. Dari 43 siswa, terdapat kurang lebih 30 siswa dengan jawaban benar, kemudian terdapat kurang lebih 9 siswa yang menjawab tetapi pengejaannya masih salah, dan sisanya menjawab ada yang tidak menjawab.** Tampak SS memperhatikan apa yang dijelaskan oleh ET dan mereka tampak tenang dan tidak membuat gaduh selama aktifitas ini. Untuk aktivitas speaking, ET memberikan contoh bermain peran secara berpasangan. Contoh diberikan melalui percakapan antara ET dan R di depan kelas. ET menyuruh SS untuk menirukan contoh tersebut. Dalam aktivitas ini SS bisa menerapkan percakapan di depan kelas dengan baik dan benar. Tetapi ET mengalami kesulitan mengontrol siswa karena mereka yang sudah mendapatkan giliran ke depan asyik bermain dan bercanda bahkan berlarian di dalam kelas. Untuk aktifitas speaking, ET juga memberikan contoh aktifitas speaking tentang memberikan performa mereka secara individu. Contoh diberikan melalui ET dan R. ET memberikan contoh pertanyaan kepada R kemudian R menjawab. Contoh ini kemudian untuk ditirukan SS untuk dinilai (production). Tampak murid-murid memperhatikan ET dan R saat ET dan R memberikan contoh di depan kelas. ET kemudian memberikan aktifitas reading dan writing. Untuk aktifitas reading, ET memberikan contoh (practice) tentang menggambar, mencocokkan gambar dengan kata secara acak, dan mencocokkan kalimat dengan gambar secara acak. Untuk aktifitas writing, ET memberikan contoh (practice) tentang mengisi kata di kolom kosong sesuai gambar, melengkapi kalimat, dan menulis kalimat sederhana. Untuk aktifitas menggambar, R melihat SS bisa menggambar dengan baik sesuai instruksi dari ET, mereka bisa lebih mudah menghapuskan materi melalui gambar tersebut, SS juga tampak semangat dalam aktifitas ini. Sebaliknya R melihat bahwa waktu yang diberikan

tidak cukup, dan ada beberapa SS yang mengganggu SS lain sehingga ada beberapa SS yang gambarnya kurang lengkap. Untuk aktifitas mencocokkan gambar acak dengan kata kata yang acak, SS tampak senang dan ingin mendapatkan giliran tercepat untuk maju ke depan mencocokkan gambar dan kata acaknya. SS terlihat lebih antusias dari aktifitas menggambar sebelumnya. Sebaliknya, untuk aktifitas mencocokkan gambar dengan kata acak dan gambar dengan kalimat acak R melihat beberapa siswa laki-laki di deretan belakang yang tampak kurang semangat. Setelah aktifitas ini, ET menagajk SS untuk menyanyi tentang Calendar. Lirik mirip dengan lirik naik naik ke puncak gunung. Tampak SS laki laki banyak yang menguap selama aktifitas ini. Setelah aktifitas ini, ET mengajak SS bermain “komunikata”/ guessing game. SS tampak asyik bermain. Tetapi suara-suara mereka yang gaduh mengganggu kelas kelas sebelahnya. ET kemudian memutuskan menyuruh SS untuk berkreasi membuat jembatan keledai versi mereka sendiri. Ketika ET menyuruh siswa mencoba membuat jembatan keledai versi mereka sendiri, ada yang bisa dan ada yang tidak bisa. Karena waktu sudah habis dan sudah waktunya bel pulang sekolah, ET dan R segera meninggalkan ruangan kelas. R mengamati kalau ET tidak menyapa salam perpisahan kepada SS.

#### **(Field note 11)**

##### **(Second meeting)**

**Hari : Selasa**  
**Tanggal : 23 Oktober 2012**  
**Pukul : 11.00-12.10**  
**Tempat : Ruang kelas 4**  
**ET : English Teacher**  
**R : Researcher**  
**SS : Students**  
**Tema : Parts of Body**  
**Skill : Listening, Speaking, Reading, Writing**

Hari ini ET dan R masuk ke ruang kelas 4. Saat masuk, ET langsung meletakkan buku di meja dan R langsung duduk di kursi deretan belakang seperti observasi sebelumnya. Di jam ke tujuh hari ini temanya tentang “Parts of Body” dan skill yang akan di ajarkan adalah tentang listening dan speaking skill. ET menjelaskan materi dengan menggunakan mnemonik seperti tema sebelumnya. SS tampak tertarik dengan materi yang disampaikan ET tetapi ada SS terutama SS laki-laki yang tidak tertarik dengan mnemonik yang disampaikan ET. Setelah penyampaian materi yang disampaikan melalui mnemonik tadi, hampir sebagian besar SS bisa menghafalkan kosakata dan konsep kalimat sederhana dengan mudah. **Setelah semua kata selesai di presentasikan, ET menyuruh SS untuk membaca semua kata yang ada pada tulisan mnemonik (jembatan keledai). Kata yang ditunjuk ET harus dibaca nyaring oleh SS sehingga ET dapat meneliti pelafalan SS. Ketika ET menunjuk kata knee, sebagian besar SS**

membacanya dengan lafal /keni:/. Lalu ET mengoreksi pengucapan SS, “Bukan /kni:/ Ya anak-anak, tapi /ni:/.” Kata ET sambil menyuruh SS menirukannya. /ni:/ kata SS. “Nah sekarang, kata-katanya ibu hapus, sekarang ibu menunjuk secara acak ya untuk maju ke depan menulis atau mengeja kata yang akan ibu katakan.” “Oke siap semuanya?” Tanya ET. “Siap bu.” Kata SS. Oke, siapa ya? “Coba kamu Bagus.” Kata ET sambil menunjuk salah satu murid laki-laki. “Dengerin ibu, “toes”.” Ayo ditulis “toes” itu gimana ejaannya.” kata ET. \*garuk-garuk kepala\* SS. T-O-S. Tulis si SS di papan tulis. “Benar gak anak-anak tulisannya?” Kata ET. “Salah.” Jawab SS. ET kemudian mengajarkan tentang “Giving Instruction” and the respond or listen and do. Materi ini masih berhubungan dengan parts of body yang lebih khusus ke “Senses” atau indera. “This is nose” \*sambil menunjuk hidung. Kata ET. “This is nose” \*menunjuk hidung. Respon SS secara serempak. “Yak, pintar.” Kata ET. “Sekarang saat ibu guru bilang “touch your nose” apa yang kalian lakukan?” Tanya ET. “Pegang hidung bu.” \*sambil memegang/ menyentuh hidung. Jawab salah satu SS. “Yak betul, Marcel.” ET kemudian memberikan perintah lagi kepada SS. “Stamp your feet.” Beberapa murid tampak kebingungan dan kemudian mereka melihat murid-murid lain sedang menghentakkan kedua kakinya kemudian mereka menirukannya. Saat itu R juga mengamati kegiatan SS yang membuat gaduh saat ET mengajar. Saat ET sedang menjelaskan materi, SS masih membuat gaduh terutama di deretan belakang. Setelah ET mengumumkan bahwa akan ada aktivitas yang akan dinilai sesudah materi selesai dijelaskan oleh ET, SS mendadak diam sejenak kemudian berusaha untuk memperhatikan penjelasan guru dan mencoba mencatat untuk dihapalkan. Selama ada pengumuman aktivitas yang akan dinilai yang disampaikan ET, sejak saat itu SS tidak segaduh seperti sebelumnya. Saat itu ET berdiskusi tentang kuis yang akan diberikan kepada SS. Kemudian setelah berdiskusi, ET meminta bantuan R untuk menyusun daftar pertanyaan di kuis sambil ET menjelaskan materi secara singkat kepada murid agar murid masih tetap ingat tentang materi yang baru disampaikan sebelumnya. Hari ini ET juga melatih SS untuk meningkatkan speaking skill mereka. ET memberikan beberapa aktifitas speaking skill untuk SS hari ini yaitu role play dan giving speaking performance individually. Untuk aktivitas speaking skill, ET menunjuk 2 orang murid secara acak menjadi berpasang-pasangan laki-laki dan perempuan. ET kemudian memberikan contoh percakapan sebelum ET menunjuk SS maju ke depan. “What is this?” \*menunjuk hidung\* tanya ET. “This is nose” jawab SS. “Clap your hand!” kata ET. \*prok prok prok, respond SS. Setelah 20 SS/ 10 pasang SS ditunjuk untuk melakukan role play secara berpasangan. Beberapa SS terutama 12 SS/ 6 pasang SS bisa melakukan role play dengan benar. 8 SS/ 4 pasang SS tidak bisa melakukan role play dengan baik dan benar. Banyak SS yang sudah mendapatkan giliran role play membuat kelas gaduh dengan bekejar-kejaran hingga membuat mainan kertas di dalam kertas sehingga mengganggu konsentrasi SS yang sedang melakukan role play di depan kelas. Karena saat melakukan aktifitas role play, SS masih banyak yang gaduh, ET memberikan aktifitas lain

yaitu menyuruh SS maju ke depan untuk berbicara secara individu. Aktifitas ini ditandai dengan SS menjawab pertanyaan ET secara lisan di depan kelas secara individu. Sebelumnya ET menerangkan materi lagi tetapi secara singkat. **Setelah ET menerangkan materi, ET kemudian menyuruh SS untuk memasukkan catatan dan buku bahasa inggris dalam kelas kemudian tas-tas tersebut diletakkan di depan kelas. Hal ini untuk menghindari murid mencotek dari buku saat pertanyaan dilontarkan dr ET kepada SS. Dalam aktivitas ini, semua murid ditunjuk satu-satu secara acak agar SS tetap menjaga perhatiannya ke ET. Hal ini dimaksudkan agar mereka tidak membuat gaduh seperti aktivitas yang diberikan ET sebelumnya yaitu di role play. "Coba sekarang ibu mau mengecek pemahaman kalian tentang materi tadi." Kata ET. "Coba sekarang tanggal berapa?" Tanya ET. "Tanggal 5 bu." Jawab SS. "Yak no absen 5 silahkan maju ke depan." Banyak dari murid murid yang terlihat tegang dan tampak tenang saat aktifitas ini dilakukan. Tidak nampak satu murid pun yang ramai atau tidak memberikan perhatiannya kepada ET. Setelah penyampaian materi yang disampaikan melalui mnemonik tadi, hampir sebagian besar SS bisa menghafalkan kosakata dan konsep kalimat sederhana dengan mudah. Untuk jam ke delapan, tema yang diberikan masih sama yaitu tentang Parts of Body. Skill yang diajarkan adalah tentang reading dan writing. ET memberikan materi kepada SS sambil menulis di papan tulis. Untuk aktifitas reading yang pertama yaitu menggambar, Setelah memberikan materi, kemudian ET menyuruh SS untuk menggambar wajah berdasarkan informasi yang terdapat dalam teks sederhana yang diberikan oleh ET. Aktifitas ini dilakukan secara individu. Aktifitas ini membuat SS antusias. Tetapi sebaliknya ada beberapa murid yang berjalan ke sana kemari melihat gambar dari grup lain dan membuat gaduh sehingga mengganggu kelas lain. Setelah 20 menit ET memberikan waktu untuk mengerjakan, akhirnya ET menyuruh SS untuk mengumpulkan hasil gambar. "Ayo sekarang gambar-gambarnya dikumpulkan ke-depan." Kata ET. "Sebentar bu, belum selesai." Jawab SS. "Lha tadi ngapain saja kok belum selesai?" Tanya ET. "Tadi saya jalan-jalan bu lihat gambar teman lain." Jawab SS. "Ya sudah sekarang dikumpulkan apa adanya." Kata ET. Setelah hasil gambar dicocokkan oleh ET dan R, ternyata dari 43 SS terdapat 20 yang menggambar dengan komplit, ada 12 yang menggambar agak lengkap. Dan ada 11 SS yang menggambar kurangnya lengkap. Saat ini aktifitas cukup lancar tetapi sesaat setelah kelas selesai, ada SS perempuan yang mengadu kepada ET tentang hal kenapa hasil gambar mereka tidak selesai tepat waktu. "Bu, tadi itu lho bu si itu ganggu saya." Kata SS kepada ET. "Oh yang mana?" Tanya ET. "Itu bu si bagas, marcel, sama galih bu tadi gangguin terus." "Jadi saya tadi jadi gak bisa konsentrasi." Jawab SS. Setelah aktifitas menggambar, ET memberikan aktifitas mencocokkan gambar dengan huruf dan kalimat acak seperti di tema Calendar sebelumnya. ET dibantu R mengeluarkan gambar-gambar tentang Parts of Body dari lemari yang sudah disiapkan R minggu lalu. ET dibantu R memberikan perekat di bagian belakang gambar. Kemudian ET menempel gambar-gambar parts of body di papan tulis. ET kemudian**

menunjuk siswa secara acak agar terkesan menegangkan. Dalam aktifitas ini semua murid mendapatkan kesempatan untuk maju ke depan dan waktunya juga masih sisa 10 menit. Tampak dari ekspresi murid-murid yang senang dan ingin paling cepat mendapat giliran karena ET memberikan kesempatan bagi SS untuk menjadi siapa yang menjawab dengan benar. Dari total 43 SS yang maju, 32 anak menjawab dengan benar, 9 SS menjawab salah, dan 2 murid tidak bisa menjawab tapi tetap tersenyum melihat gambar. Selain itu, R melihat SS tersenyum dan terlihat senang mengerjakan mencocokkan gambar acak dengan kalimat acak di kertas yang diberikan oleh ET. Dalam aktifitas ini murid-murid memang gaduh tetapi terkendali. Tetapi R juga melihat ada beberapa siswa laki laki yang tidak begitu antusias dalam aktifitas ini. Setelah aktifitas mencocokkan gambar dengan huruf dan kalimat acak selesai, ET memberikan aktifitas writing skill yaitu: writing words based on the pictures (filling in the blank with correct words based on the pictures), writing words in blank sentences (completing words in a phrase or a sentence), and writing simple sentences. Di aktifitas writing words in blank sentences, ET menyuruh SS untuk mengisi kata di bagian yang kosong sesuai gambar yang disediakan ET. Di aktifitas ini, SS tampak antusias walaupun terlihat sedikit bingung mengerjakannya. **Untuk aktifitas writing words in blank sentences (completing words in a phrase or a sentence), SS juga tampak antusias tetapi mereka juga mengalami kesulitan dalam mengerjakannya.** Kemudian untuk aktifitas writing simple sentences, ET menyuruh SS untuk membuat kalimat sederhana dengan menyusun kata acak untuk menjadi kalimat yang baik dan benar. Di aktifitas ini SS juga tampak antusias tetapi ada beberapa SS laki-laki yang tidak begitu antusias dalam aktifitas ini. Setelah ketiga aktifitas ini, ET kemudian mengajak SS untuk menyanyi. Nyanyian yang dinyanyikan berhubungan dengan tema tentang Parts of Body. **“When you watch and when you see, use your eyes”.** SS menyanyi bersama-sama. **\*Prok prok prok\*.** SS bertepuk tangan secara serempak. Saat murid menyanyi lagu-lagu yang diciptakan guru bahasa inggris dengan menggunakan keyword mnemonik/ jembatan keledai, nampak SS antusias dalam menyanyikannya. Hampir sebagian besar SS tersenyum saat menyanyikan lagu ini. Selagi ET mengajak SS bernyanyi, R mengamati aktifitas SS. **R melihat beberapa SS terutama SS laki-laki tidak begitu tertarik menyanyikan lagu selama pembelajaran berlangsung. Ada SS laki-laki yang bernyanyi tetapi ekspresi mereka tampak kurang semangat.** Setelah aktifitas ini, ET mengajak SS bermain permainan “komunikata”/ guessing game. SS kemudian menyusun meja untuk melakukan permainan ini. SS tampak asyik bermain. Tetapi aktifitas ini mengganggu kelas lain. ET kemudian memberikan aktifitas lain untuk SS. ET menyuruh SS untuk berkreasi membuat jembatan keledai versi mereka sendiri. Ada beberapa SS yang bisa membuat dan ada beberapa SS yang tidak bisa membuat dan lebih nyaman dengan jembatan keledai versi ET. Bel pulang sekolah berbunyi, ET dan R kemudian segera meninggalkan ruangan kelas karena guru untuk mapel selanjutnya sudah menunggu di depan pintu kelas 4. R mengamati lagi kalau ET tidak menyapa salam perpisahan kepada SS dan ET terburu-buru.

**(Field note 12)**  
**(Third meeting)**

**Hari** : Selasa  
**Tanggal** : 30 Oktober 2012  
**Pukul** : 11.00-12.10  
**Tempat** : Ruang kelas 4  
**ET** : English Teacher  
**R** : Researcher  
**SS** : Students  
**Tema** : Daily Activities  
**Skill** : Listening, Speaking, Reading, Writing

Hari ini adalah hari kelima di siklus pertama R mengobservasi kelas 4. Seperti biasa saat ET masuk kelas 4, ET langsung meletakkan buku di meja dan R langsung duduk di kursi deretan belakang. Hari ini tema yang diberikan adalah Daily Activities dengan skill listening dan speaking. Saat ET menjelaskan materi dengan menggunakan mnemonik tampak SS tertarik dengan penyampaian yang diberikan ET dengan menggunakan mnemonik, tetapi ada juga SS yang tidak tertarik. Setelah penyampaian materi yang disampaikan melalui mnemonik, R melihat bahwa hampir sebagian besar SS bisa menghafalkan kosakata dan konsep kalimat sederhana. Untuk aktifitas listening, ET memberikan aktifitas tentang listen and do dan listen and write. Untuk listen and do, ET menyuruh siswa merespon ET dengan mengikuti instruksi dari ET. ET sebelumnya memberikan contoh melalui R. ET: "Simon says,"Clap your hands." R: (bertepuk tangan). SS kemudian berlatih menirukannya dan setelah itu ET menunjuk SS untuk maju ke depan. ET menunjuk 5 SS sekaligus agar penilaiannya lebih cepat. Dalam aktifitas ini, hampir semua SS bisa melakukannya dengan baik tetapi ada beberapa SS yang membuat kegaduhan terutama SS yang sudah mendapatkan giliran. Untuk aktifitas listen and write, ET menyuruh SS menulis kata-kata tentang daily activities yang disebutkan ET di kertas kosong. Setelah itu, ET memberikan aktifitas di sepacking skill yaitu role play dan memberikan performa speaking secara individu. ET memberikan contoh percakapan dengan salah satu SS kemudian ditirukan oleh SS yang lain. Percakapan yang diberikan sama antara role play dengan memberikan performa speaking secara individu. "Yak, fani." "Sekarang ibu mau betanya, dengarkan baik-baik ya?" Tanya ET. "Iya bu." Jawab SS. "What is your daily activity from morning to go home?" Tanya ET. "Emmm, I get up at 5 o'clock, after that I take a bath, after that I pray". Di jam ke delapan, ET memberikan aktifitas reading dan writing. Untuk aktifitas reading, terdapat tiga aktifitas yaitu menggambar, mencocokkan kata acak dengan gambar acak dan mencocokkan gambar acak dengan kalimat acak. Untuk aktifitas menggambar, ET memberikan contoh gambar tentang daily activity dan menyuruh SS untuk menggambar dengan diberi warna. Di aktifitas ini waktunya tidak cukup dan ada beberapa SS yang mengganggu SS lain saat mereka menggambar. Untuk aktifitas ini hampir sebagian besar SS bisa menggambar walaupun ada yang kurang komplit. Untuk



aktifitas mencocokkan gambar dengan kata acak dan kalimat acak, ET dibantu oleh R dan murid-murid memasang potongan gambar-gambar yang ditempel berupa daily activities yang tampak acak dan ET menyiapkan kertas juga secara acak yang masing masing kertas ada kalimatnya. ET menyuruh SS untuk memasangkan kertas kertas yang berisi kalimat tadi ke potongan gambar-gambar tadi dengan benar. Murid-murid terlihat lebih antusias dibandingkan aktifitas sebelumnya yang berupa drawing pictures. Dalam aktifitas ini, ET menunjuk siswa secara acak agar terkesan menegangkan tapi menyenangkan karena didukung banyaknya gambar-gambar. Dalam aktifitas ini semua murid mendapatkan kesempatan untuk maju ke depan dan waktunya juga masih sisa 10 menit. Dari total 43 SS yang maju, 32 anak menjawab dengan benar, 9 SS menjawab salah, dan 2 murid tidak bisa menjawab tapi tetap tersenyum melihat gambar. Dalam aktifitas ini murid-murid memang gaduh tetapi terkendali saat mereka melihat gambar-gambar yang tertempel di papan tulis sambil memberikan dukungan kepada SS yang sedang maju mengerjakan matching activity ini. Untuk writing skill, ET memberikan aktifitas menulis kata berdasarkan gambar, melengkapi kalimat, dan menulis kalimat sederhana. Di aktifitas ini tampak SS antusias, dan untuk aktifitas menulis kalimat sederhana membuat SS menggunakan mnemonik untuk mengerjakannya sehingga tanpa sadar mereka berlatih menghafalkan materinya. Setelah ET menulis soal, ET kemudian menyuruh SS untuk maju ke depan dan siapa yang tercepat akan mendapatkan poin satu, dan yang menjawab benar akan mendapat poin dua. "Ayo siapa yang mau maju duluan angkat tangan!" kata ET. "Saya bu." "Saya bu." "Saya bu." jawab SS yang tampak berebutan untuk maju terlebih dahulu hingga saling dorong mendorong dan naik kursi agar kelihatan mengangkat tangan. Saat aktifitas ini berlangsung, tampak beberapa SS laki-laki yang tidak begitu memberikan perhatian dan mereka melakukan aktifitas ini sambil berjalan-jalan dari bangkunya sendiri ke bangku teman yang lebih dekat. Setelah aktifitas ini, ET mengajak SS untuk menyanyi yang berhubungan dengan daily activity. Tetapi ada beberapa SS yang menguap saat kegiatan ini berlangsung. ET Setelah aktifitas ini, jam mengajar Bahasa Inggris masih sisa 7 menit, ET mengajak SS bermain permainan "komunikata"/ guessing game. SS tampak asyik bermain. SS tidak sadar kalau suara-suara mereka yang gaduh mengganggu kelas kelas sebelahnya. Tiba-tiba ada seorang guru kelas dari kelas lain yang melihat ke kelas 4 dengan ekspresi yang sedikit tidak nyaman. Akhirnya ET menertibkan SS. Akhirnya aktifitas ini dihentikan, ET kemudian memutuskan untuk memberikan aktifitas lain untuk SS. ET menyuruh SS untuk berkreasi membuat jembatan keledai versi mereka sendiri. Ketika ET menyuruh siswa mencoba membuat jembatan keledai versi mereka sendiri. Tampak SS bingung membuatnya. Tetapi kemudian ada beberapa siswa yang berhasil membuat jembatan keledai versi mereka sendiri. Misal untuk subject "He, She, and It," ET membuat jembatan keledai menjadi "HESTI". Kemudian salah satu murid membuat jembatan keledai versi dia sendiri menjadi "TISHE". Kemudian teman-teman mereka tertawa. Bel pulang sekolah berbunyi, ET dan R segera meninggalkan ruangan kelas.

**(Field note 13)**  
**(Fourth meeting)**

**Hari** : Selasa  
**Tanggal** : 6 November 2012  
**Pukul** : 11.00-12.10  
**Tempat** : Ruang kelas 4  
**ET** : English Teacher  
**R** : Researcher  
**SS** : Students  
**Tema** : Hobbies  
**Skill** : Listening, Speaking, Reading, Writing

Hari ini adalah hari ke tujuh di siklus pertama. Tema hari ini adalah Hobbies. Skill yang dipakai adalah listening dan speaking. Setelah ET memberikan materi dengan mnemonik/ jembatan keledai. Saat ET menyampaikan materi dengan menggunakan mnemonik, tampak ada beberapa SS yang tertarik memperhatikannya, tetapi ada juga SS yang tidak tertarik memperhatikannya. Setelah penyampaian materi yang disampaikan ET melalui mnemonik tadi, R melihat sebagian besar SS dapat menghafalkan kosakata dan konsep kalimat sederhana. Untuk aktifitas listening, ET memberikan aktifitas aktifitas listen and do dan listen and write. Untuk listen and do, ET memeberikan instruksi kepada siswa untuk menjawab pertanyaan ET secara lisan. ET memberikan contoh kepada SS dengan R. ET: "What is your hobby?", R: "My hobby is swimming." Kemudian ditirukan oleh SS. Untuk aktifitas ini, hampir sebagian SS bisa menanggapi ET dengan menjawab pertanyaan ET dengan baik walaupun ada beberapa SS yang tiba tiba terdiam karena lupa kata-kata yang akan SS ucapkan. Untuk listen and write, ET memberikan contoh melalui salah satu SS. ET: "cooking." Kemudian SS menulis di papan tulis "cooking." Untuk aktifitas ini, SS tampak memperhatikan penjelasan dari ET. Untuk aktifitas speaking, ET memberikan contoh aktifitas role play dan memberikan performa speaking secara individu. Contoh percakapan untuk role play dan performa speaking individu diperagakan oleh ET dan salah satu SS. ET: "What is your hobby?" SS: "My hobby is cooking." Dalam dua aktifitas ini, SS bisa melakukan role play dan speaking performa individu dengan baik walaupun ada beberapa yang tiba tiba diam karena lupa mengucapkan kata-katanya. R melihat setidaknya SS berani dan percaya diri dalam melakukan aktifitas ini. R melihat ET kesulitan mengendalikan SS yang berlarian di kelas terutama SS yang sudah mendapatkan giliran maju ke depan. Di jam ke delapan, ET memberikan aktifitas reading dan writing. Tema yang diberikan masih sama yaitu tentang Hobbies. Untuk aktifitas reading, ET memberikan aktifitas menggambar, dan mencocokkan gambar acak dengan kalimat acak dan juga mencocokkan gambar dengan kalimat acak dengan gambar

acak. Untuk aktifitas menggambar, ET memberikan contoh gambar untuk SS untuk digambar dan diwarnai. R melihat bahwa tampak ada beberapa SS yang bisa menggambar dengan baik dan bagus, dan juga ada beberapa murid yang selagi menggambar dia juga membaca dan menghafalkan materi melalui gambar yang diberikan oleh ET. R melihat waktu yang tersedia tidak cukup untuk SS menyelesaikan gambar mereka. Setelah ET menyuruh untuk mengumpulkan gambar gambar mereka, ET kemudian memberikan aktifitas mencocokkan gambar dengan kata acak dan mencocokkan gambar dengan kalimat acak. Di aktifitas ini, R melihat SS tampak lebih antusias dibandingkan di aktifitas menggambar. Hanya saja ada beberapa SS yang tidak semangat terutama SS laki-laki. Untuk aktifitas writing, ET memberikan aktifitas menulis kata berdasarkan gambar, melengkapi kalimat dan menulis kalimat sederhana. Untuk aktifitas menulis kata berdasarkan gambar, ET memberikan gambar di papan tulis dan menyuruh SS untuk menebak kata yang sesuai dengan gambar tersebut dengan menulis kata di bawah gambar. di aktifitas ini hampir sebagian SS antusias mengerjakan tetapi R melihat ada beberapa SS yang tidak memberikan perhatiannya. Untuk aktifitas writing melengkapi kalimat, **ET menulis contoh kalimat untuk dikopi SS. Kemudian ET menghapus kata kerja yang ada di papan tulis. ET kemudian menyuruh siswa untuk memasukkan buku catatan ke dalam tas kemudian menunjuk SS untuk maju ke depan melengkapi kalimat yang tidak lengkap dengan kata kerja yang sudah disiapkan di tanda dalam kurung kemudian SS menulis apakah kata kerja tadi menggunakan tambahan huruf “s” atau tidak.** Untuk aktifitas writing skill menulis kalimat sederhana, **ET menulis kalimat dalam bentuk bahasa indonesia kemudian ET menyuruh siswa menulis bahasa inggrisnya dan sebaliknya. “Hobiku adalah berenang”. SS kemudian menulis “My hobby is swimming”. Dia (perempuan) menonton TV. SS kemudian menulis “She watches TV”. Dari 10 SS, 7 SS menjawab benar, dan 3 SS menjawab salah. Saat aktifitas ini berlangsung, tampak beberapa SS laki-laki yang tidak begitu memberikan perhatian dan mereka melakukan aktifitas ini sambil berjalan-jalan dari bangkunya sendiri ke bangku teman yang lebih dekat.** Setelah aktifitas ini, ET mengajak SS untuk menyanyi bersama-sama. R melihat ada beberapa SS yang tidak tertarik menyanyikannya. Setelah aktifitas ini, jam mengajar Bahasa Inggris masih sisa 10 menit, ET mengajak SS bermain permainan.\***menyusun meja**\* “Bu, kelompoknya berdasarkan nomor urut atau acak bu?” tanya SS. “Ibu akan memilih secara acak ya.” Jawab ET. “Ak di sini, kamu di situ.” Kata SS kepada teman-temannya. “Ayo bu dimulai, kita sudah gak sabar nih.” Kata SS terlihat antusias dan segera ingin melakukan permainannya. Selagi SS sibuk bermain permainan yang berhubungan dengan topik, R mengamati aktifitas SS. Saat SS sedang melakukan permainan “komunikata”/ guessing game. SS tampak asyik bermain. Tetapi karena saking asyiknya, SS tidak sadar kalau suara-suara mereka yang gaduh mengganggu kelas kelas sebelahnya. Hal ini tampak dari seorang guru kelas dari kelas lain yang melihat aktifitas SS selama bermain permainan dengan ekspresi yang masam. Hingga akhirnya guru bahasa inggris menertibkan SS. Dan hal itu terjadi berkali-berkali saat guru bahasa inggrisnya menerapkan permainan.

Karena aktifitas ini mengganggu kelas sebelah, ET kemudian memutuskan untuk memberikan aktifitas lain untuk SS. ET menyuruh SS untuk berkreasi membuat jembatan keledai versi mereka sendiri. **Ketika ET menyuruh siswa mencoba membuat jembatan keledai versi mereka sendiri. Tampak SS bingung membuatnya. Tetapi kemudian ada beberapa SS yang berhasil membuat jembatan keledai versi mereka sendiri. Misal untuk subject “They, We, I, and You”. ET membuat jembatan keledai menjadi “AYU DHEWE”. Kemudian salah satu murid membuat jembatan keledai versi dia sendiri menjadi “DEWI AYU”. Kemudian teman-teman mereka tertawa bahkan si murid itu sendiri. Kemudian disusul oleh beberapa siswa yang mengatakan “Ah aku mau mencobanya ah.” “Iya iya aku juga.” “Siapa tahu lebih lucu.”** Karena waktu sudah habis, ET melanjutkan materi untuk selasa depan. ET dan R kemudian segera meninggalkan ruangan kelas. Hari ini adalah hari terakhir untuk siklus 1.

## CYCLE 2

(Field note 14)

(First meeting)

**Hari** : Selasa  
**Tanggal** : 13 November 2012  
**Pukul** : 11.00-12.10  
**Tempat** : Ruang kelas 4  
**ET** : English Teacher  
**R** : Researcher  
**SS** : Students  
**Tema** : Calendar  
**Skill** : Listening, Speaking, Reading, Writing

Hari ini adalah hari pertama di siklus kedua R mengobservasi kelas 4. Untuk jam ke tujuh, skill yang dipakai adalah listening dan speaking. Tema masih tetap sama yaitu Calendar. Saat ET masuk kelas 4, ET membuka kelas dengan bahasa inggris. "Good morning students." Kata ET. "Good morning teacher." jawab SS. "How are you today?" Tanya ET. "How are you today?" jawab SS. "Lho kok pertanyaan ibu malah kalian ulang ini gimana?" "Masa gak malu sama miss Ayu." Kalian kan udah kelas 4." Kata ET. "Lupa bu." jawab SS. R tersenyum kemudian langsung duduk di kursi deretan belakang. Hari ini ET dibantu R mengeluarkan gambar gambar yang berhubungan dengan tema Calendar. ET dibantu R memberikan perekat di bagian belakang kertas gambar. ET kembali menerangkan mnemonik yang disertai gambar gambar tersebut di papan tulis. **Saat guru bahasa Inggris sedang menerangkan mnemonik dengan menempelkan gambar-gambar di papan tulis. Semua mata sebagian besar murid tertuju ke gambar-gambar yang ada di papan tulis.** Saat ET menerangkan materi dengan mnemonik dan gambar, R melihat ET lebih mudah dalam menyampaikan materi, R juga melihat SS memberikan perhatian mereka kepada ET saat ET menerangkan materi. ET memberikan tambahan ejaan di setiap kata di materi, R melihat hal itu bisa mempermudah SS untuk mengeja kata-kata di materi dengan benar. ET kemudian menjelaskan kembali tentang materi Calendar. Setelah ET menjelaskan materi, ET memberikan aktifitas listening dan speaking. Setelah penyampaian materi yang disampaikan melalui mnemonik tadi, hampir sebagian besar SS bisa menghafalkan kosakata dan konsep kalimat sederhana dengan mudah. Untuk aktifitas listening, ET memberikan aktifitas yang sama seperti di siklus pertama yaitu aktifitas listen and do dan listen and write. Untuk listen and do, ET menyuruh SS untuk menanggapi ET dengan menjawab pertanyaan dari ET secara lisan di depan kelas. ET kemudian memberikan contoh dengan seorang SS di depan kelas kemudian ET menyuruh SS untuk berlatih karena akan dinilai. Untuk aktifitas ini, R melihat SS memberikan respon kepada ET dengan menjawab pertanyaan yang disampaikan ET secara lisan. Untuk aktifitas listen and write, ET menyuruh SS menulis kata-kata yang disampaikan ET di papan tulis. Selama aktifitas ini berlangsung, R melihat SS memberikan perhatian

mereka ke penjelasan ET dan hampir sebagian SS bisa melakukan aktifitas ini. Setelah aktifitas ini, ET memberikan aktifitas speaking yaitu maju ke depan menjawab pertanyaan ET dengan lisan. Contoh diberikan ET melalui R. "What day is today?" Tanya ET. R kemudian menjawab. "Today is Tuesday." ET menyuruh SS berlatih melakukannya dan setelah itu dinilai oleh ET. untuk aktifitas ini, R melihat SS memperhatikan ET saat ET menjelaskan. Di jam ke delapan ini, ET memberikan aktifitas reading dan writing. Tema di jam ke delapan ini masih sama yaitu tentang Calendar. Untuk aktifitas reading skill, ET memberikan aktifitas mencocokkan kata sesuai gambar dan mencocokkan kalimat sesuai gambar. Di siklus kedua ini aktifitas menggambar ditiadakan karena berdasarkan refleksi di siklus pertama, waktu yang tersedia untuk aktifitas menggambar tidak cukup. Dalam kedua aktifitas ini, R melihat bahwa waktu yang tersedia cukup dan SS tampak antusias mengerjakannya. Untuk writing skill, ET memberikan aktifitas mengisi kotak kosong sesuai gambar, dan menulis kalimat sederhana dengan bantuan gambar dan kata kata yang acak. **Saat ET menempelkan gambar, beberapa SS terutama SS laki-laki berebutan menolong ET untuk menempelkan gambar di papan tulis. Dan saat ET memberikan penjelasan dan contoh mengerjakan, SS terlihat memperhatikan ET dengan seksama. Selama aktifitas ini, R melihat SS tampak senang dan berebutan maju ke depan untuk menulis jawabannya di papan tulis.** Setelah ET selesai menerangkan mnemonik yang disertai gambar gambar tadi, ET menutup kosakata di gambar dengan potongan kertas HVS kosong agar tidak terlihat SS. Kemudian ET menyuruh SS maju ke depan menulis jawaban di potongan kertas HVS di gambar gambar tersebut. Kemudian ada beberapa SS maju ke depan dan berusaha menulis jawaban di potongan kertas HVS tadi. **Saat SS menulis jawaban di papan tulis, si SS tampak terlihat lebih cepat menyelesaikan jawaban dengan mengisi beberapa kata-kata yang kosong, dan beberapa konsep kalimat sederhana yang kosong berdasarkan gambar.** Setelah aktifitas ini, ET kemudian menyuruh SS untuk bernyanyi dengan ET. ET menyuruh SS untuk bertepuk tangan dan menari. R melihat SS tertarik untuk menyanyi dan menari lagu lagu yang berhubungan dengan tema. R melihat beberapa SS tersenyum saat menyanyi. Setelah aktifitas ini, R membuat kuis tentang Calendar. ET bertanya kepada salah satu SS. "What is the order of days in a week?" Tanya ET. "Sunday, Monday,.... \*sambil bernyanyi\* jawab SS dengan bercanda. Dari candaan SS ini R melihat si SS ini tanpa sadar bisa menghafalkan urutan hari saat SS menyanyi. Setelah aktifitas ini, ET menyuruh SS untuk berusaha berkreasi membuat mnemonik versi mereka sendiri. Di aktifitas ini, R melihat SS tampak antusias membuatnya dan SS yang bisa membuatnya lebih banyak dibandingkan dengan siklus pertama. Karena waktu sudah habis, ET melanjutkan materi untuk selasa depan. ET dan R kemudian segera meninggalkan ruangan. R mengamati ET saat meninggalkan ruangan. ET menyapa salam perpisahan kepada SS. "See you students." Kata ET. "See you teacher." Jawab SS.

(Field note 15)  
(Second meeting)

Hari : Selasa  
 Tanggal : 20 November 2012  
 Pukul : 11.00-12.10  
 Tempat : Ruang kelas 4  
 ET : English Teacher  
 R : Researcher  
 Tema : Parts of Body  
 Skill : Listening, Speaking, Reading, Writing  
 SS : Students

Hari ini adalah hari ketiga di siklus kedua R mengobservasi kelas 4. Tema untuk hari ini di jam ke tujuh adalah Parts of Body. Di tema ini skill yang dipakai adalah listening dan speaking. Saat ET masuk kelas 4, ET membuka kelas dengan bahasa inggris. "Good morning students." Kata ET. "Good morning teacher." jawab SS. "How are you today?" Tanya ET. "I am fine, thank you." "And you?" Jawab SS. "I am fine, too thank you." Jawab ET. Hari ini ET menyimpulkan tentang materi materi yang telah diberikan sebelumnya. ET mengecek apakah SS masih ingat jembatan keledai yang berhubungan dengan topik topik yang kemarin. ET melihat hampir sebagian besar SS masih ingat jembatan keledai yang berhubungan dengan topik topik kemarin. **Saat ET menempel gambar "parts of body di papan tulis, tampak SS langsung mengarahkan perhatian mereka dan kemudian berkata "Haha, gambarnya lucu bu." "Iya bagus kan" jawab ET. "Iya bagus bu." Jawab SS. Kemudian tampak beberapa SS laki-laki dengan sukarela dan bersemangat maju ke depan menolong ET menempel gambar sambil berebutan dengan SS lainnya. "Siapa yang mau membantu ibu menempel gambarnya?" Tanya ET. "Saya." "Saya." "Saya." Jawab beberapa SS laki-laki. "Masih ingat kan jembatan keledai tentang Parts of Body kemarin?" tanya ET. "Masih bu." Jawab SS. "Heni sarah bu." Jawab SS. "Betul." "Sekarang perhatikan papan tulis." Kata ET. SS kemudian kembali di tempat duduk masing masing. Setelah ET menyampaikan materi melalui mnemonik tadi, hampir sebagian besar SS bisa menghafalkan kosakata dan konsep kalimat sederhana dengan mudah. Untuk aktifitas listening, ET memberikan aktifitas aktifitas seperti di siklus pertama yaitu listen and do dan listen and write. Untuk aktifitas listen and do ET menyuruh SS untuk memberikan respon kepada ET dengan melakukan aksi sesuai instruksi dari ET. "Touch your nose" Kata ET. kemudian SS menyentuh hidung mereka. Di aktifitas ini, SS dapat melakukan instruksi dengan baik. Untuk aktifitas listen and write, ET menyuruh SS untuk menulis kata kata yang diucapkan oleh ET di papan tulis. **Di aktifitas ini, SS tidak membuat gaduh, SS juga memberikan perhatiannya kepada ET saat ET menjelaskan contoh aktifitasnya. R juga melihat sebagian besar SS bisa melakukan aktifitas ini dengan benar.** Untuk aktifitas speaking, ET memberikan aktifitas memeberikan performa speaking secara individu. Sebelumnya ET memberikan contoh untuk aktifitas ini dan selama ET**

memberikan contoh, R melihat SS memperhatikan contoh yang diberikan ET. Di jam ke delapan ini, ET memakai skill reading dan writing. Tema yang diberikan masih sama yaitu tentang Parts of Body. Untuk aktifitas reading skill, ET memberikan SS aktifitas mencocokkan gambar dengan kata acak dan mencocokkan gambar dengan kalimat acak. Untuk aktifitas mencocokkan gambar acak dengan kata acak selama aktifitas ini berlangsung, R melihat SS memperhatikan ET dan SS terlihat antusias melakukan aktifitas ini. R juga melihat bahwa waktu yang tersedia cukup untuk aktifitas ini. Untuk aktifitas mencocokkan kalimat acak dengan gambar acak juga membuat SS antusias dan memperhatikan penjelasan dari ET. Waktu untuk aktifitas ini juga cukup. Setelah ET selesai menempel gambar Parts of Body di papan tulis, ET menyuruh SS untuk mengisi kotak yang kosong dengan kata yang benar sesuai gambar. “Siapa yang bisa menjawab dengan benar?” “Nanti ibu kasih poin tambahan.” Kata ET. “Saya bu.” “Saya bu.” “Saya bu.” Jawab SS semangat. Untuk aktifitas writing skill, ET memberikan aktifitas menulis kata berdasarkan gambar dan menulis kalimat berdasarkan gambar didukung oleh susunan kata acak. Di aktifitas menulis kata berdasarkan gambar acak ini, ET tidak kehabisan waktu untuk memberikan contoh, dan waktu untuk mengerjakan juga masih cukup bagi SS. R melihat SS tampak semangat dan senang dalam aktifitas ini. Untuk aktifitas menulis kalimat berdasarkan gambar didukung susunan kata acak ini, R melihat SS memperhatikan ET dan mereka tampak senang dan menolong ET menempel gambar-gambarnya dengan senang hati. R juga melihat SS berebutan spidol untuk menulis jawaban di gambar yang ditempel di papan tulis. Karena waktu masih cukup yaitu 10 menit, ET mengajak SS untuk bernyanyi lagi. Hari ini ET mengajak bernyanyi sambil memberikan gerakan. “Head, shoulders, knees and toes..knees and toes..”. SS menyanyi bersama-sama sambil menari. Nampak SS antusias dalam menyanyikannya dan berjoget. Hampir sebagian besar SS tertawa saat menyanyikan lagu di aktifitas ini. Setelah aktifitas ini, ET menyuruh SS untuk membuat mnemonik versi mereka sendiri. Di aktifitas ini, R melihat SS tampak antusias membuatnya. Karena waktu sudah hampir habis, ET dan R kemudian segera meninggalkan ruangan dan materi dilanjutkan untuk selasa depan.



(Field note 16)  
(Third meeting)

**Hari** : Selasa  
**Tanggal** : 27 November 2012  
**Pukul** : 11.00-12.10  
**Tempat** : Ruang kelas 4  
**ET** : English Teacher  
**R** : Researcher  
**Tema** : Daily Activity  
**Skill** : Listening, Speaking, Reading, Writing  
**SS** : Students

Hari ini adalah hari kelima R memasuki kelas 4 di siklus kedua. Tema untuk hari ini adalah Daily activity dan skill yang dipakai adalah listening dan speaking. ET memberikan materi disertai menggunakan gambar-gambar. ET dibantu R untuk memasang gambar dan SS juga membantu ET dan R menempelkan gambar gambar yang berhubungan dengan tema Daily activity di papan tulis dengan memberikan perekat di bagian belakang gambar. Di siklus ini, tampak SS lebih senang dengan materi yang disampaikan gambar, mereka tersenyum dan ada SS yang tertawa melihat gambar gambar yang ditempelkan di papan tulis karena menurut SS gambar-gambar tersebut lucu. Saat ET menjelaskan materi, R melihat SS memperhatikan ET dengan seksama dan mereka tidak membuat gaduh seperti biasanya. Setelah ET menyampaikan materi, ET memberikan aktifitas aktifitas listening dan speaking. Sebelumnya R melihat bahwa setelah ET menyampaikan materi dengan menggunakan mnemonik tadi, beberapa SS bahkan sebagian besar SS bisa mengafalkan kosakata dan konsep kalimat sederhana di kelas. Untuk aktifitas listening, ET memberikan aktifitas berupa listen and do dan listen and write. Untuk listen and do, ET menyuruh SS melakukan aksi sesuai instruksi dari ET. "Clap your hands." Kata ET. kemudian SS bertepuk tangan. Di aktifitas ini, SS bisa melakukan instruksi dari ET dengan baik. **Untuk aktifitas listen and write, ET menyuruh SS untuk menulis kata kata yang diucapkan ET di papan tulis. "eat" kata ET. kemudian SS menulis kata kata tersebut di papan tulis. Di aktifitas ini, sebagian besar SS bisa menulis kata kata yang disampaikan ET dengan penulisan yang benar. R juga melihat bahwa SS juga memberikan perhatiannya kepada ET. Hal itu membuat mereka tidak gaduh.** Untuk aktifitas speaking, ET menyuruh SS untuk maju ke depan memberikan performa speaking secara individu dengan contoh percakapan yang disampaikan oleh ET sebelumnya. Di aktifitas ini, sebagian besar SS bisa melakukannya dengan percaya diri walaupun ada bagian yang salah dan SS yang sudah mendapatkan giliran untuk maju tidak membuat gaduh seperti biasanya dan mereka memperhatikan SS lain yang sedang maju ke depan. Di jam ke delapan ini, ET memberikan aktifitas reading dan writing. Tema masih sama yaitu tentang Daily Activity. Untuk aktifitas reading, ET memberikan aktifitas berupa mencocokkan kata acak dengan gambar acak dan mencocokkan kalimat acak dengan gambar acak. Di aktifitas ini tidak menguras waktu banyak, R melihat SS antusias

dalam mengerjakannya. Untuk aktifitas writing, ET memberikan aktifitas menulis kata sesuai gambar dan menulis kalimat sesuai gambar yang didukung oleh jumbled words. Di aktifitas ini, SS senang melakukannya dan SS tampak antusias. **Setelah aktifitas ini, ET menyuruh SS untuk bernyanyi bersama ET dengan bertepuk tangan. Ada beberapa SS yang tersenyum dan ada beberapa SS yang tertawa.** Karena waktu masih cukup, ET menyuruh SS untuk membuat mnemonik versi mereka sendiri seperti di siklus pertama. Di aktifitas ini, SS masih terlihat semangat dan antusias dan juga lebih banyak SS yang bisa membuat mnemonik versi mereka sendiri di siklus ini daripada di siklus pertama.

**(Field note 17)**

**(Fourth meeting)**

**Hari : Selasa**  
**Tanggal : 4 December 2012**  
**Pukul : 11.00-12.10**  
**Tempat : Ruang kelas 4**  
**ET : English Teacher**  
**R : Researcher**  
**Tema : Hobbies**  
**Skill : Listening, Speaking, Reading, Writing**  
**SS : Students**

Di jam ke tujuh ini, ET memberikan materi tentang Hobbies. Skill yang dipakai adalah listening dan speaking. Materi yang disampaikan berbeda dengan penyampaian materi di siklus pertama. Di siklus ini ET memberikan gambar-gambar saat menjelaskan materi dengan mnemonik. Tampak SS senang dengan gambar gambar yang diberikan ET. R melihat ET lebih mudah dalam menyampaikan materi di siklus ini dan SS tidak segaduh di siklus pertama, SS memperhatikan ET dan fokus ke gambar gambar tadi. Setelah penyampaian materi yang disampaikan melalui mnemonik tadi, R melihat SS bisa menghafalkan kosakata dan konsep kalimat sederhana dengan mudah. Setelah ET menyampaikan materi, ET memberikan aktifitas listening yaitu listen and do dan listen and write. Di aktifitas listen and do, ET menyuruh SS memberikan respon dengan menjawab pertanyaan ET dengan lisan. ET memberikan contoh dengan melalui seorang SS di depan kelas. "What is your hobby." Kata ET. "My hobby is reading." Jawab SS. Kemudian ET menyuruh SS untuk berlatih melakukannya karena akan dinilai. Di aktifitas ini, SS tidak gaduh dan memberikan perhatiannya kepada ET, mereka juga dapat merespon dengan baik walaupun ada sebagian kecil SS yang salah menjawab. Untuk aktifitas listen and write, ET menyuruh SS untuk menulis kata kata yang diucapkan ET seperti di siklus pertama. Di aktifitas ini, SS tidak gaduh dan memperhatikan ET, dan hampir sebagian besar SS bisa melakukan aktifitas ini dengan baik dan benar. Di jam ke delapan, ET masih memberikan tema yang sama yaitu Hobbies. Skill yang dipakai adalah reading dan writing. Untuk aktifitas reading, ET memberikan aktifitas yang sama di setiap

tema di siklus kedua yaitu mencocokkan gambar dengan kata acak dan mencocokkan kalimat dengan gambar acak. Di aktifitas ini, SS terlihat antusias dan memperhatikan ET saat ET mengajar. Untuk aktifitas writing, ET juga memberikan aktifitas yang sama untuk setiap tema di siklus kedua. Aktifitas aktifitas tersebut adalah menulis kata berdasarkan gambar dan menulis kalimat berdasarkan gambar dengan bantuan kata kata yang acak. Di aktifitas ini, SS juga tampak antusias dalam mengerjakan dan mereka tidak membuat gaduh. Karena waktu masih tersisa 10 menit, **ET menyuruh SS menyanyi lagu tentang Hobbies bersama sama sambil bertepuk tangan dan menari. Selama aktifitas ini berlangsung, R melihat SS senang melakukannya. Untuk aktifitas selanjutnya ET masih menyuruh SS untuk membuat mnemonik versi mereka sendiri tentang “Hobbies”. Di aktifitas ini, SS melakukannya dengan senang dan antusias.** Karena waktu sudah habis, berakhirlah siklus kedua ini. ET menyapa salam perpisahan kepada SS. “See you students.” Kata ET. “See you teacher.” Jawab SS. Kemudian R memberikan salam perpisahan kepada SS. “Good bye students.” kata R. “Good bye miss Ayu, jangan lupakan kami ya miss.” jawab SS dengan nada sedih.

## ( Interview transcript 1)

**Hari** : **Senin**  
**Tanggal** : **24 September 2012**  
**Pukul** : **07.15**  
**Tempat** : **Ruang kepala sekolah**  
**R** : **Researcher**  
**KS** : **Kepala Sekolah**

- R : "Assalamu'alaikum." ("Assalamu'alaikum.")*  
*KS : "Wa'alaikumsalam." "Siapa ya?" ("Wa'alaikumsalam." "Who are you?")*  
*R : "Maaf pak mengganggu sebentar." "Saya Ayu Puspita Sari. Saya mahasiswa Universitas Negeri Yogyakarta jurusan pendidikan bahasa Inggris." "Saya berencana akan melakukan penelitian di sekolah ini." ("I am sorry for interrupting your time. "I am Ayu Puspita Sari." "I am a student from English education program of Yogyakarta State University." "I have a plan to conduct research in this school.")*  
*KS : "Oh boleh boleh mbak silahkan tapi saya memerlukan surat izin dari kampus ya mbak." "Kira-kira berapa lama mbak penelitiannya?" ("Oh I give permission to you but I need permission letter from your faculty." "Anyway, how long do you conduct your research?")*  
*R : "Kurang lebih 2 bulan pak." ("At least two months, sir.")*  
*KS : "Oh bisa bisa." "Kira kira ada yang bisa saya bantu mbak ayu?" ("Alright." "Anyway, What can I do for you, miss Ayu?")*  
*R : "Iya pak." "Saya ingin bertemu dengan guru bahasa Inggrisnya." ("Yes, sir." "I want to meet the English teacher.")*  
*KS : "Oh Bu Anik." "Ada mbak." "Beliau di ruang guru. Ruangnya di sebelah kelas 3." "Ya kalau begitu saya pergi dulu ya mbak." "Saya ada keperluan di dinas p dan k." ("Oh Mrs. Anik." "She is here." "She is in teacher office." Well, I must go now." "I have an event in P dan K.")*  
*R : "Iya pak." "Terima kasih atas waktunya ya pak." ("Yes, sir." "Thank you for the time.")*  
*KS : "Iya mbak sama-sama." ("You're welcome.")*

## APPENDIX C: INTERVIEW TRANSCRIPTS

### ( Interview transcript 2)

**Hari** : **Senin**  
**Tanggal** : **24 September 2012**  
**Pukul** : **09.00**  
**Tempat** : **Ruang guru**  
**R** : **Reseachrher**  
**ET** : **English Teacher**

- R** : *"Assalamu'alaikum."* ("Assalamu'alaikum.")  
**ET** : *"Wa'alaikumsalam."* ("Wa'alaikumsalam.")  
**R** : *"Permisi bu, saya Ayu Puspita Sari mahasiswa dari pendidikan bahasa Inggris UNY ingin bertemu dengan guru bahasa Inggris di sini."* ("Excuse me, ma'am." "I am Ayu Puspita Sari from English education program UNY." "I want to meet the English teacher here.")  
**ET** : *"Oh iya saya sendiri."* *"Ada yang bisa saya bantu mbak Ayu?"* ("Yes, It is me. "What can I do for you miss Ayu?")  
**R** : *"Iya bu, saya berencana melakukan penelitian di sini."* ("Yes, ma'am." "I have plan to conduct research here.")  
**ET** : *"Di kelas apa ya mbak?"* ("Which class do you want to conduct, miss?")  
**R** : *"Saya ingin melihat dulu kelas kelasnya bu dari kelas 1 sampai kelas 6 SD."* ("I want to see the classes first ma'am, from class 1 until class 6.")  
**ET** : *"Maaf mbak kalau kelas 6 SD jangan untuk penelitian dulu."* *"Soalnya mereka sedang persiapan try out ujian nasional."* ("I am sorry miss, the class 6 is not forbidden for the research." "It is because they are preparing National Exam try out.")  
**R** : *"Iya bu, kelas 1-5 saja kalau begitu."* *"Bu saya sekalian minta nomor telepon ibu untuk rencana penelitian selanjutnya."* *"Saya ke sekolah lagi minggu depan tepatnya haris senin."* *"Kira- kira ibu minggu depan mengajar bahasa inggris di kelas apa jam berapa bu?"* ("Yes ma'am. "I will observe only class 1 until class 5." "Ma'am, Can I have your phone number for the next research plan?" "I will come to school again on next Monday." "Anyway, What time do you teach English next week?" "What class do you teach next week?")  
**ET** : *"Oh saya minggu depan tepatnya hari selasa saya mengajar di kelas 1 jam 07.00, dan kelas 4 jam 11.00, hari rabu saya mengajar kelas 2 jam 07.00 , kelas 3 jam 08.10, Kamis saya mengajar di kelas 5 jam 08.10."* ("Next week specially on Tuesday I teach in class 1 at 7 p.m., and in class 4 at 11 a.m., on Wednesday I teach in class 2 at 7 a.m., and in class 3 at 8.10 a.m., on Thursday I teach in class 5 at 8.10 a.m.")  
**R** : *"Iya bu saya besok selasa ke sekolah sebelum jam 7."* ("Yes, ma'am. "Tomorrow I will come to school before 7 a.m.")  
**ET** : *"Iya mbak."* *"Temui saja saya besok di ruang guru. Saya ada di sana."* ("Yes miss." "Just meet me at teacher office tomorrow." "I will be there.")  
**R** : *"Ya begitu saja ya bu, saya permissi pulang."* *"Assalamu'alaikum."* (" Yes, that's all ma'am, I will go home now.")  
**ET**: *"Iya mbak."* *"Wa'alaikumsalam."* ("Yes miss." "Wa'alaikumsalam.")

## ( Interview transcript 3)

**Hari** : Selasa  
**Tanggal** : 2 Oktober 2012  
**Pukul** : 07.00  
**Tempat** : Ruang kepala sekolah  
**R** : Researcher  
**KS** : Kepala Sekolah

- R : *"Assalamu'alaikum."* ("Assalamu'alaikum.")  
 KS : *"Wa'alaikumsalam."* *"Oh mbak ayuk yaa."* *"Silahkan masuk mbak."* *"Gimana jadi penelitian di sini mbak?"* ("Wa'alaikumsalam." "You are miss Ayu, right?" "Come in, miss." "Do you really conduct research here miss?")  
 R : *"Iya pak."* *"Saya jadi penelitian di sini untuk keperluan skripsi saya."* *"Ini saya juga membawa surat ijin penelitiannya pak."* *"Tolong diterima."* ("Yes, sir." "I really conduct reseacrh here for my thesis." "I also give the permission letter, sir." "Please accept it.")  
 KS : *"Iya mbak."* *"Ini saya simpan."* *"Kira kira penelitiannya dimulai hari apa ya mbak?"* ("Yes, miss." "I keep this letter." "Anyway, what day the research begin miss?")  
 R : *"Insyaallah minggu ini pak."* ("Insyaallah this week, sir.")  
 KS : *"Oh maaf mbak, minggu ini murid-murid sedang mid semester dan baru selesai besok sabtu."* *"Bagaimana kalau senin depan mbak?"* ("Oh I am sorry, miss." "This week the students are in mid semester examination and It ends next Saturday.")  
 R : *"Iya pak, senin depan saya bisa."* (" Yes, sir." "I am available next Monday.")  
 KS : *"Baiklah."* *"Nanti kalau semisal mbak ayu butuh bantuan saya nanti saya bantu."* ("Alright." "If you need my help, I will help you miss.")  
 R : *"Iya pak."* *"Saya membutuhkan surat keterangan dari sekolah kalau saya menjalankan penelitian skripsi di sekolah ini."* ("Yes, sir." "I need a letter from this school that states I conduct my reseacrh in this school.")  
 KS : *"Oh iya mbak."* *"Tapi maaf untuk hari ini saya ada rapat."* *"Jadi kemungkinan besok pagi saya baru bisa memberikannya."* ("Oh yes, sir." "But I am sorry, I have a meeting today." "So that I can give the letter tomorrow.")  
 R : *"Iya pak."* ("Yes, sir.")  
 KS : *"Saya mau pergi dulu."* *"Saya ada rapat."* *"Apakah mbak ayu sudah bertemu dengan Bu Anik guru bahasa inggrisnya belum?"* ("I wan to go right now." "I have a meeting." "Have you met Mrs. Anik the English teacher?")  
 R : *"Belum pak."* *"Saya segera menemui bu Anik."* ("Not yet, sir. "I will meet her soon.")  
 KS : *"Baiklah."* *"Kalau tidak ada lagi yang ditanyakan saya pergi dulu ya mbak."* ("Alright." "If there is no more questions, I will go now.")

R : "Iya pak." "Terima kasih untuk waktunya." ("Yes, sir." "Thank you for the time.")

KS : "Iya mbak ayu." "Sama-sama." ("Yes, miss." "You are welcome.")

#### (Interview transcript 4)

**Hari** : Selasa

**Tanggal** : 2 Oktober 2012

**Pukul** : 07.10

**Tempat** : Ruang guru dan ruang kelas 1

**R** : Researcher

**ET** : English Teacher

R : "Assalamu'alaikum." ("Assalamu'alaikum.")

ET : "Wa'alaikumsalam." "Oh mbak Ayu. Apakah jadi hari ini penelitiannya?" ("Wa'alaikumsalam." "Oh miss Ayu." Does the research begin today?")

R : "Iya bu." ("Yes, ma'am.")

ET : "Baiklah. "Mari ikut saya melihat lihat situasi di kelas 1." ("Alright. "Let us see the situation in class 1.")

R : "Iya bu." "Mari." ("Yes, ma'am." "Let us go.")

R : "Wah murid-muridnya sepertinya suka pelajaran bahasa Inggris bu." ("It seems that the students like the English school subject, ma'am.")

R : "Iya mbak, mereka cukup antusias belajar bahasa Inggris di kelas." ("Yes, miss." "They are quite enthusiastic in learning English at class.")

#### (Interview transcript 5)

**Hari** : Selasa

**Tanggal** : 2 Oktober 2012

**Pukul** : 11.00

**Tempat** : Ruang guru dan ruang kelas 4

**R** : Researcher

**ET** : English Teacher

ET : "Sekarang waktunya saya mengajar di kelas 4 mbak ayu." "Mari kita masuk kelas." ("It is the time for me to teach English in class 4." "Let us go to the class.")

R : "Iya bu." ("Yes, ma'am.")

R : "Wah murid-muridnya ramai sekali." ("It seems that the students are very noisy.")

ET : "Iya mbak di kelas 4 memang ramai murid-muridnya." ("Yes, miss." "the students in class 4 are very noisy.")

- R : *"Tadi saya melihat murid murid di belakang sibuk sendiri, ada yang jalan-jalan di kelas." "Saya juga tadi melihat murid-murid tidak memperhatikan bu Anik sewaktu ibu mengajar." "Saya juga melihat murid-murid salah mengurutkan nama-nama hari waktu ibu suruh ke depan tadi."* ("Last time I saw that the students in the back rows are busy by themselves, there are some students that take a walk in the class.") "I also saw that the students do not give their attention to you when you were teaching." "I also saw the students order the days of the week in wrong way when you ask them to do in front of the class.")
- ET : *"Iya mbak." "Mereka memang tidak begitu tertarik belajar bahasa Inggris." "Lebih lebih ada deretan murid yang mereka lumayan menyusahkan."* ("Yes, miss." "They are really not interested in studying English." "Moreover, there are some annoying students.")

#### (Interview transcript 6)

**Hari** : Rabu  
**Tanggal** : 3 Oktober 2012  
**Pukul** : 07.00  
**Tempat** : Ruang guru dan ruang kelas 2  
**R** : Researcher  
**ET** : English Teacher

- R : *"Assalamu'alaikum."* ("Assalamu'alaikum.")
- ET : *"Wa'alaikumsalam." "Oh mbak ayu sudah datang." "Mari kita masuk kelas 2 mbak ayu."* ("Wa'alaikumsalam." "Oh miss Ayu, you have come." "Let us come into class 2 miss.")
- R : *"Iya bu."* ("Yes, ma'am.")
- ET : *"Sudah siap masuk ke kelas dua mbak ayu?"* ("Have you been ready to come into class 2 miss?")
- R : *"Iya bu." "Saya siap."* ("Yes, ma'am. "I am ready.")
- ET : *"Bagaimana menurut mbak ayu tentang murid murid di kelas 2?"* ("How is your opinion about the students in class 2 miss?")
- R : *"Mereka lumayan tenang bu, tidak gaduh seperti kelas 4." "Mereka juga memperhatikan saat Ibu mengajar."* ("They are quite calm ma'am." "They are not like class 4." "They also give their attention when you teach.")



**(Interview transcript 7)**

**Hari** : Rabu  
**Tanggal** : 3 Oktober 2012  
**Pukul** : 08.10  
**Tempat** : Ruang guru dan ruang kelas 3  
**R** : Researcher  
**ET** : English Teacher

- R : *"Assalamu'alaikum."* ("Assalamu'alaikum.")  
 ET : *"Wa'alaikumsalam." "Oh mbak ayu sudah datang." "Mari kita masuk kelas 3 mbak ayu." "Wa'alaikumsalam." "Oh miss Ayu, you have come." "Let us come into class 3 miss."*  
 ET : *"Bagaimana kondisi murid-murid kelas 3 mbak ayu?"* ("How is the students condition in class 3 miss?")  
 R : *"Mereka memperhatikan saat ibu mengajar bu." "Ada beberapa murid yang bersedia mencatat apa yang ibu ajarkan barusan di kelas tanpa ibu suruh." "They give their attention when you are teaching, ma'am." "There are some students that are willing to take notes without your asking."*  
 ET : *"Murid murid kelas 3 memang rajin rajin mbak." "Ngomong ngomong besok kamis mbak ayu kesini lagi kan?"* ("The students in class 3 are really dilligent, miss." "Anyway, you will come again next Thursday, right?")  
 R : *"Iya bu." "saya besok kesini lagi." "Semoga besok saya tidak terlambat." "Yes, ma'am." "I will come again tomorrow."*

**(Interview transcript 8)**

**Hari** : Kamis  
**Tanggal** : 4 Oktober 2012  
**Pukul** : 08.10  
**Tempat** : Ruang guru dan ruang kelas 5  
**R** : Researcher  
**ET** : English Teacher

- R : *"Assalamu'alaikum."* ("Assalamu'alaikum.")  
 ET : *"Wa'alaikumsalam." "Oh mbak ayu sudah datang. mari kita masuk kelas 5 mbak ayu." "Wa'alaikumsalam." "Oh miss Ayu, you have come." "Let us come into class 5 miss."*  
 R : *"Iya bu." "Yes, ma'am."*  
 ET : *"Nah itu tadi kondisi kelas 5 mbak." "Bagaimana menurut mbak ayu?"* ("That is the condition of the students in class 5, miss." "How is your opinion?")  
 R : *"Iya bu." "Kelas 5 murid-muridnya sudah agak dewasa mbak di sini." "Mereka lebih banyak diam tapi yang murid-murid perempuannya kadang"*

suka ngobrol sendiri.” (“Yes, ma’am.” “The students in class 5 have been rather mature here.” “They are much more silent but the female students sometimes like to have chats by themselves.”)

ET : “Iya, miss.” “Murid perempuannya memang tidak banyak yang suka ngobrol sendiri mbak ayu.” “Bagaimana mbak ayu, mbak ayu sudah melihat kondisi murid murid kelas 1 sampai kelas 5.” “Kira kira kelas mana yang akan mbak ayu pilih?” (“Yes, miss.” “The female students likes to chat but not many student do that.” “How is it, miss?” “You have already see the students condition from class 1 until class 5, right?” “Anyway, Which class do you prefer to conduct your research, miss?”)

R : “Menurut hasil pengamatan saya, sepertinya saya akan memilih kelas 4 bu.” (“Based on my observation, It seems that I will choose the class 4, ma’am.”)

ET : “Iya mbak.” “Saya setuju.” “Mungkin dengan penelitian ini akan membuat keadaan mereka lebih baik dalam belajar bahasa Inggris di kelas.” (“Yes, miss.” “I agree.” “Maybe with this research, the condition of the students in class 5 will improve better.”)

#### **(Interview Transcript 9)**

**Hari : Kamis**  
**Tanggal : 4 Oktober 2012**  
**Pukul : 09.00**  
**Tempat : Ruang guru**  
**R : Researcher**  
**ET : English Teacher**  
**SS : Students**

ET : Makanannya dimakan mbak ayu. Dihabiskan.

R : Iya Bu.

ET : Besok selasa jadi masuk ke kelas 4 mbak?

R : Iya Bu, jadi. Bu, tolong besok SS diberitahu kalau besok selasa mereka saya kasih tes untuk dikerjakan sebisanya.

ET : Iya mbak, besok mereka saya kabari.

**(Interview Transcript 10)**

**Hari** : Selasa  
**Tanggal** : 9 Oktober 2012  
**Pukul** : 11.00-12.10  
**Tempat** : Ruang kelas 4  
**R** : Researcher  
**ET** : English Teacher  
**SS** : Students

ET : Anak-anak sekarang buku bahasa Inggrisnya dimasukkan. Kita mengerjakan soal dari mbak Ayu.  
 SS : Iya Bu. Dikerjakan di kertas sobekan Bu?  
 ET : Kerjakan di kertas soal yang diberikan Miss Ayu ya.  
 SS : Iya Bu.  
 (jam 12.10)  
 ET : Waktu sudah hampir habis, ayo dikumpulkan.

**CYCLE 1:****Cycle 1**
**(Interview transcript 11)**  
**(First meeting)**

**Hari** : Selasa  
**Tanggal** : 23 Oktober 2012  
**Pukul** : 01.00  
**Tempat** : Ruang kelas 4  
**R** : Researcher  
**SS** : Students

R : *"Adek adek jangan pulang dulu."* ("Do not go home for a while.")  
 SS : *"Ada apa miss ayu?"* ("What happened miss ayu?")  
 R : *"Miss ayu mau wawancara sebentar."* ("Miss ayu wants to have interview with you.")  
 SS : *"Ya miss, miss ayu mau wawancara apaan?"* ("Yes miss, What kind of interview do you want with us?")  
 R : *"Gimana tadi dek paham tidak dengan penjelasannya bu Anik?"* ("How is it?" "Could you understand the teacher's explanation?")  
 SS : *"Paham miss."* ("Yes, I could miss")  
 R : *"Menarik tidak penjelasan dari bu Anik tadi?"* ("Is the explanation from the teacher interesting?")  
 SS : *"Menarik miss." "Nyeleneh." "Jembatan keledainya unik." "Baru pertama kali denger miss." "hehehe."* ("Yes, miss." "Mnemonic is unique." "It is my first time knowing about mnemonic." "hehehe.")

Cycle 1  
(Second meeting)  
(Interview transcript 12)  
(Interview with the teacher)

Hari : Selasa  
Tanggal : 23 Oktober 2012  
Pukul : 01.00  
Tempat : Ruang kelas 4  
R : Researcher  
ET : English Teacher

- R : *"Bu, bagaimana tadi pendapat ibu tentang penggunaan jembatan keledai di kelas 4?"* ("How is your opinion about the application of mnemonic just now, ma'am?")\
- ET : *"Seru mbak."* ("It is fun miss.")
- R : *"Apakah waktunya cukup, bu?"* ("Is the time enough, ma'am?")
- ET : *"Mbak, sepertinya tadi waktunya kurang buat pengenalan jembatan keledainya mbak." "Tulisan yang saya tulis sebelumnya mau gak mau harus ditulis lagi setelah penyampaian materi berikutnya mbak biar murid murid tidak lupa." "Soalnya papan tulisnya kan cuma satu mbak." "Duh gimana ya mbak?"* ("Miss, it seems that the time duration is not enough to present the materials topic." "I must write again and again to avoid the student forget the materials I write before the next materials topic." "It is because there is only one whiteboard." "What must we do, Miss?")
- R : *"Oh begitu bu." "Ya besok kita cari sama-sama solusinya ya bu."* ("Oh, I see ma'am." "Alright, tomorrow we will find out the solutions.")

Cycle 1  
(Second meeting)  
(Interview transcript 13)  
(Interview with the students)

Hari : Selasa  
Tanggal : 23 Oktober 2012  
Pukul : 01.00  
Tempat : Ruang kelas 4  
R : Researcher  
SS : Students

- R : *Bagaimana tadi di kelas? Mnemoniknya lucu kan?* ("How is it at class last time?" "The mnemonic is funny, right?")
- SS : *"Iya Miss, apalagi yang Sumanto beli wedang jahe tadi unik miss. Lucu." "Haha."* ("Yes, miss." "It is funny especially the mnemonic

*Sumanto beli wedang jahe.*” “It is funny.” “Haha”)

R : “Tadi paham kan kalau ET mengajarkan pake mnemonik?” (“You understand the materials given by the teacher with using mnemonik.” “Right?”)

SS : “Paham miss.” (“Yes. We understand.”)

R : “*Lucu kan?*” *“jangan lupa dipelajari di rumah ya.”* (“It is funny, isn’t it?” “Don’t forget to learn it at home.”)

SS : “*Iya miss.*” (“Yes miss.”)

R : “*Bagaimana dengan akrostiknya dek?*” (“What about the acrostic?”)

SS : “*Akrostik mnemonik (jembatan keledai) yang diterangkan bu guru memudahkan saya untuk menghafal kata yang banyak miss.*” (“The acronym/ keywords explained by the English teacher can ease me to memorize a lot of vocabularies.”)

R : “*Tadi sewaktu disuruh menghafal kata-kata di papan tulis tadi adik merasa kesulitan tidak?*” (“Do you feel difficulty when memorizing the vocabularies on the whiteboard?”)

SS : “*Iya miss.*” “*Lha wong kata-katanya banyak gitu kok waktu yang diberikan sedikit itu ya gak adil dong miss.*” (“Yes, miss”. “It is because the the vocabularies are more than the time given.” “It is not fair.”)

R : “*Sebenarnya bisa lho dek, menghafal kata ma konsep dalam waktu singkat. Jadi misal heni dan sarah pengen lagi kenal putu.*” “*Coba dicermati bunyi “he” itu kata kunci untuk apa?*” (“Actually, you can memorize them in a short time.” “For example *heni dan sarah pengen lagi kenal putu.*” “Try to pay attention to the sound of “he” is closed to what keywords?”)

SS : “*He” itu lebih mirip ke head ya miss ya?*” (““He” is close to the word “head”, right?”)

R : “*Nah itu tau.*” “*Jadi kayak gitu cara mengahafalnya.lha kalian tadi pake acara ramai segala sih.*” “*Jadi waktunya gak cukup.*” (“That’s it.” “So that is the way to memorize the vocabularies.” “It is because some of you make some noises when are asked to memorize the vocabularies.” “So that, the time will be not enough because of your bad behaviours.”)

SS : “*Iya miss.*” (“Yes miss.”)

Cycle 1  
(Third meeting)  
(Interview transcript 14)

Hari : Selasa  
Tanggal : 30 Oktober 2012  
Pukul : 01.00  
Tempat : Ruang kelas 4  
R : Researcher  
SS : Students

- R : *"Bagaimana adek adek tadi bisa menghafalkan fungsi bahasanya tidak?"*  
(*"How is it?" "can you memorize the language function?"*)
- SS : *"Menghafalkan konsep kalimat sederhana sebenarnya susah miss, cuma tadi berkat adanya jembatan keledai, menghafalnya jadi mudah miss."*  
(*"Memorizing the English language functions is really difficult, but by the helping of the mnemonic "acrostic", the memorizing activities become funnier and more memorizable."*)
- R : *"Ya baguslah kalau begitu, berarti jembatan keledainya berhasil."*(*"It is good." "It means that the mnemonic is successful"*)
- SS : *"Iya miss."* (*"Yes miss."*)
- R : *"Oh iya miss Ayu mau tanya lagi."* ( *"Miss Ayu wants to asks you again."*)
- SS : *"Mau tanya apa miss Ayu?"* ( *"What do you want to ask again with us, miss Ayu?"*)
- R : *"Tadi sewaktu diberikan perintah dari bu anik, adik bisa melakukannya dengan benar tidak?"* (*"Last time when you are taught by mrs. Anik, can you do the instructions correctly?"*)
- SS : *"Iya miss."* (*"Yes, miss."*)
- R : *"Apa yang bisa membuat adik bisa paham dan melakukan instruksi dari bu anik dengan benar tadi?"* (*"What makes you understand and can do the mrs. Anik's instructions correctly?"*)
- SS : *"Ya tahu aja miss maksud kata-katanya bu anik, sebelumnya tadi juga sudah diberikan contoh sama bu anik."* *"Jadi ya agak ingat sedikit, makanya bisa ngelakuin instruksinya bu anik miss."* (*"I just understand mrs. Anik's instruction miss, last time we have been showed the examples from mrs. Anik."* *"So that I can do the mrs. Anik's instruction corretly, miss."*)
- R : *"Oh begitu."* (*"Oh I see."*)

### Cycle 1

(Fourth meeting)

(Interview transcript 15)

(Interview with the teacher)

**Hari** : Selasa

**Tanggal** : 6 November 2012

**Pukul** : 01.00

**Tempat** : Ruang kelas 4

**R** : Researcher

**ET** : English Teacher

**R** : *“Bagaimana bu di kelas tadi?”* (“How is the class situation just now, Ma’am?”)

**ET** : *“Ya lumayan seru tadi mbak.”* (“The class situation is quite interesting, miss.”)

**R** : *“Menurut ibu bagaimana dengan aktifitas role play berpasangan tadi bu?”* *“Apakah bisa membantu siswa tampil percaya diri dalam berbahasa inggris?”* (“How is your opinion about this couple role play, ma’am?” *“Can it help the students confident in their performances during the English learning?”*)

**T** : *“Role play tadi sangat membantu sekali buat murid-murid untuk tampil percaya diri berbicara bahasa inggris di depan kelas.”* *“Tapi mbak tau sendiri saya tadi kewalahan menghadapi murid-murid yang sudah mendapat giliran role play malah pada lari-larian dan malah mengganggu teman-temannya yang sedang dapat giliran role play sedangkan saya sendiri juga harus mengambil nilai dari giliran role play yang berlangsung.”* (“The role play is very helpful to the students from make them confident in speaking English in front of the class.” *“However, you can see miss that I waste many times to handle the students that had already had a turn to have a role play.”* *“They like to run anywhere in a class and disturb other students that are having a turn to do the role play.”* *“Besides, I must get the scores from the students that are having a turn to do the role play while seeing other students disturb the other students, especially the students that are having the turn to do the role play.”*)

Cycle 1  
 (Fourth meeting)  
 (Interview transcript 16)  
 (Interview with the students)

Hari : Selasa  
 Tanggal : 6 November 2012  
 Pukul : 01.00  
 Tempat : Kantin  
 R : Researcher  
 SS : Students

- R : *"Dek, kesini sebentar."* ("Would you come here for a while?")  
 SS : *"Iya miss."* *"Miss ayu mau wawancara lagi ya?"* ("Yes, we would."  
*"You want to have interview with me again, right?"*)  
 R : *"Iya dek."* ("Yes")  
 SS : *"Tapi cepet ya miss, kita mau jajan."* ("Please hurry miss." "We want to  
 buy some snacks.")  
 R : *"Iya Cuma sebentar kok."* ("Yes, it is just for a while.")  
 SS : *"Iya miss."* ("Yes miss.")  
 R : **"Tadi waktu bu Anik memberikan aktifitas mencocokkan tadi pada  
 bisa gak dek?"** ("Can you do the matching test given by the teacher?")  
 SS : (bagas, galih, ivan, marcel, arya. Singgih, rizal, guntur, daniel): **"Bisa,  
 Miss Ayu."** ("Yes, we can Miss Ayu.")  
 R : **"Oh gitu, lha yang bikin kalian bisa mengerjakan tadi apa?"** ("Oh I  
 see." "Then, what makes you can do the the matching test last time?")  
 SS : **"Ya ingat kosakatanya miss, konsep kalimatnya, urutan kata  
 mnemoniknya yang bikin jadi mudah mengerjakan tadi."** "Ngomong-  
 ngomong tadi gambar-gambarnya unyu-unyu miss." ("Just remember  
 the vocabulary, miss." "Then the sentences concept, the mnemonics  
 order that makes us easy to do the test last time." "By the way, the  
 pictures are funny, miss.")  
 R : **"Tadi kalian mengerjakan soal soal dari bu Anik kan?"** ("You have  
 done tasks from Mrs. Anik, right?")  
 SS : *"Iya miss."* *"Kenapa emangnya?"* ("Yes miss. "Why?")  
  
 R : **"Gimana tadi soalnya susah gak dik?"** ("Is the test difficult for you?")  
 SS : **"Gak Miss."** **"Biasa saja."** ("No, miss. "It is just so-so.")  
 R : **"Tadi gimana itu kok bisa ngerjain?"** ("How can you do the test?")  
 SS : **"Ya tadi sih kita nyatet dulu miss, terus dihapalin bentar, gitu."** ("At  
 first we have a note of the materials, miss." "Then, we memorize the  
 materials for a while, miss.")  
 R : **"Ohhh, tadi kalian bisa menulis jawaban yang kalimat sederhana  
 dengan benar tadi karena apa adik-adik?"** ("Why can yo do to write the  
 answer or the simple sentences correctly?")  
 SS : **"Iya miss tadi kita sudah terlebih dahulu mengingat konsep pembuatan**



*kalimat sederhana yang “I, you, they, we” jadi “ayudhewe” gak suka es itu lho miss.” “Jadi kita bisa ngerjainnya tadi, hehehehehe.”* (“Last time, we have already memorized the concept of making simple sentences. “They are “I, you, they, we” to be “ayu dhewe” do not like ice, miss.” “So that, we could do the test last time. Hehehehehe.”)

**R :** *“Ohhh itu kan mnemonik untuk konsep pembuatan kalimat sederhana versi daily activities dek.” “Kalau versi hobbies gimana emangnya?” “Kan tadi juga ada soal tentang hobbies kan?”* (“Well, that is the mnemonic related to the daily activities, right?” “How about the mnemonic related to Hobby?” “Because last time, you also learned the mnemonic related to Hobby.”)

**SS :** *“Iya miss ada.” “Halah gampang miss.” “Itu loh inget aja “SMA” => “IS, AM, ARE” \* SS sambil menulis untuk dilihat oleh R.* (“Yes miss.” “It was.” “It is easy, miss.” “It is just by remember this thing” “SMA” “IS, AM, ARE”.) *\*sementara SS menulis konsep SMA ke peneliti\**

**R :** *“Wah kok kayaknya kalian semangat banget nyanyinya tadi?”* (“It seems that you are enthusiastic while singing the songs?”)

**SS :** *“Iya miss.”* (“Yes, miss.”)

**R :** *“Bagaimana tadi dek belajar bahasa inggris pakai jembatan keledai yang didukung lagu?”* (“How about learning English by using mnemonic “rhyme” supporting by songs?”)

**SS :** *“Asyik miss. Menarik”* (“It is fun, miss.” “It is interesting.”)

**R :** *“Alasannya apa dek?”* (“What is the reason?”)

**SS :** *“Jadi mudah mengingat materinya miss secara gak langsung”. (“We can remember the materials indirectly.”)*

**R :** *“Oh begitu”. “Bagus deh, jadi gak sia sia jembatan keledainya dinyanyiin.”* (“Well, I see.” “It is good because the mnemonic songs are not useless.”)

**SS :** *“Iya miss. Betul.”* (“Yes miss.” “You are right.”)

**R :** *“Bagaimana tadi dek belajar bahasa Inggris pakai jembatan keledai didukung permainan?”* (“How about learning English by using mnemonic supported by games?”)

**SS :** *“Seru miss. Jadi semangat belajar bahasa Inggris.”* (“It is fun, miss. So that we can be enthusiastic to learn English.”)

**R :** *“Wah jadi gak takut belajar bahasa Inggris lagi dong?”* (“It means that you are not afraid learning English anymore, right?”)

**SS :** *“Iya miss.”* (“Yes miss.”)

## CYCLE 2

## Cycle 2

(First meeting)

(Interview transcript 17)

**Hari** : Selasa  
**Tanggal** : 13 November 2012  
**Pukul** : 01.00  
**Tempat** : Halaman depan sekolah

**R** : **Researcher**

**SS** : **Students**

**R** : *"Dek, sini."* ("Come here.")

**SS** : *"Kita miss?"* ("We?")

**R** : *"Iya kalian."* ("Yes, you.")

**R** : *"Miss Ayu tanya bentar ya."* ("I want to ask you for a while.")

**SS** : *"Ya."* ("Yes.")

**R** : *"Gimana dek waktunya cukup tidak tadi pas pelajaran bahasa inggrisnya?"* ("How is it?" "Is the time enough for the English learning?")

**SS** : *"Cukup."* ("The time is enough")

**R** : *"Tadi bagaimana kalian menghafal kata-katanya dalam waktu 5 menit tadi?"* ("How can you memorize the vocabularies in last five minutes?")

**SS** : *"Itu lho miss jadi kata kunci di mnemonik tadi dicocokin ma bunyi kata-kata bahasa inggris yang mirip. Jadi lebih gampang dan lebih cepet sih miss tadi menghafalnya."* ("The acrostic in mnemonic are matched with the sounds of the English words that has some similarities." "So that, it is easier and quicker to memorize the vocabularies.")

**R** : *"Bagaimana dek tanggapan kalian dari gambar-gambar mnemonic tadi?"* ("How are your responds to the mnemonic pictures last time?")

**SS** : *"Gambaranya tadi lucu-lucu mbak, berwarna, dan macem-macem tadi gambaranya. Kami suka mbak gambar-gambaranya."* ("The mnemonic pictures are funny, colorful, and various." "We like the mnemonic pictures.")

**R** : *"Oke, makasih waktunya ya."* ("Okay, thank you for the time.")

**SS** : *"Iya miss sama sama."* ("You're welcome.")

**Cycle 2**  
**(Second meeting)**  
**(Interview transcript 18)**

**Hari** : Selasa  
**Tanggal** : 20 November 2012  
**Pukul** : 11.00  
**Tempat** : Ruang kelas 4  
**R** : Researcher  
**SS** : Students

- R** : *"Adek adek harap tenang ya." "Perhatikan bu Anik di depan."* ("Silent, please.")
- SS** : *"Iya miss."* ("Yes, Miss.")
- SS** : *"Miss kok hari ini ngajarnya pake diagram?" "Kok gak kayak akrostik kemarin?"* ("Why does the teaching use a diagram today miss?" "Why is not the same with the previous teaching?")
- R** : *"Soalnya agar kalian lebih mudah menghafal materi-materi sebelumnya dek. Jadi ditambah diagram tadi."* ("It is because the diagram can help you strengthen your memory about the previous lesson.")
- SS** : *"Oh gitu ya miss."* ("Oh I see miss.")
- R** : *"Sudah jangan bertanya lagi." "Tanya miss Ayu kalau jam istirahat saja."* ("Do not ask anymore." "You can ask me only in resting time.")
- SS** : *"Oke miss."* ("Oke miss.")

**Cycle 2**  
**(Third meeting)**  
**(Interview transcript 19)**

**Hari** : Selasa  
**Tanggal** : 27 November 2012  
**Pukul** : 01.00  
**Tempat** : Halaman depan sekolah  
**R** : Researcher  
**SS** : Students

- R** : *"Adek adek kesini sebentar ya." "Miss Ayu mau tanya-tanya."* ("Come here, please." "I want to ask you something.")
- SS** : *"Iya miss."* ("Yes miss.")
- R** : *"Bagaimana tadi diagram jembatan keledainya bikin keinget sama materi kemarin tidak dek?"* ("Does the spatial grouping help you remember the previous materials?")
- SS** : *"Awalnya masih lupa miss, tapi tadi pas dibikin kesimpulan lewat*

- diagram aku jadi keinget lagi.*" ("At first, we can not remember, because of the spatial grouping, we can remember the previous lesson.")
- R : *"Tadi kok kalian tidak gaduh seperti biasanya?"* ("Why don't you make noises like always at class?")
- SS : *"Males miss, soalnya tadi aku lagi sibuk memperhatiin gambar diagramnya tadi miss. warna-warni."* *"Bu Anik kan kalau ngajar gak pernah gtu miss pake gambar warna-warni."* ("We are bored." "We are busy in paying our attention to the picture of mnemonic diagram." "Mrs Anik have never taught us the language function with the colorful pictures.")
- R : *"Gambar-gambarnya bagus kan?"* ("Are the pictures nice?")
- SS : *"Bagus miss. Lucu."* ("It is nice miss." "It is funny.")
- R : *"Tadi kan kalian dapat instruksi dari Bu Anik."* ("Last time, you had instruction from Mrs. Anik, right?")
- SS : *"Iya miss."* *"Memangnya kenapa?"* ("Yes miss." "Why?")
- R : *"Tadi sewaktu diberikan perintah dari bu anik, adik bisa melakukannya dengan benar tidak?"* ("Last time when you are taught by mrs. Anik, can you do the instructions correctly?")
- SS : *"Iya miss."* ("Yes, miss.")
- R : *"Apa yang bisa membuat adik bisa paham dan melakukan instruksi dari bu anik dengan benar tadi?"* ("What makes you understand and can do the mrs. Anik's instructions correctly?")
- SS : *"Ya tahu aja miss maksud kata-katanya bu anik, sebelumnya tadi juga sudah diberikan contoh sama bu anik."* *"Jadi ya agak ingat sedikit, makanya bisa ngelakuin instruksinya bu anik miss."* ("I just understand mrs. Anik's instruction miss, last time we have been showed the examples from mrs. Anik." "So that I can do the mrs. Anik's instruction corretly, miss.")
- R : *"Tadi miss Ayu perhatikan kalian diberikan aktifitas mencocokkan gambar ya?"* ("Last time, I saw you were given matching activities, right?")
- SS : *"Iya miss."* *"Tadi kita rebutan maju ke depan buat nyocokin gambar di papan tulis."* ("Yes miss." "Last time, we struggled to come in front to match the pictures on the whiteboard.")
- R : *"Tadi waktu bu Anik memberikan aktifitas mencocokkan gambar acak dengan kata acak tadi kalian bisa mengerjakan tidak dek?"* ("Can you do the matching tasks of matching random pictures with random words given by the teacher?")
- SS : *"Bisa."* ("Yes, we can.")
- R : *"Bagus."* *"Lha yang membuat kalian bisa mengerjakan tadi apa?"* ("Good." "Then, what makes you can do the the matching test last time?")
- SS : *"Ya karena ingat kosakatanya miss, konsep kalimatnya juga, urutan kata mnemoniknya juga."* ("It is because we remember the vocabulary, the sentences concept, and the mnemonic order.")

- R : *"Oh begitu." "Ya sudah itu dulu saja ya dari miss Ayu." "Mari kita pulang."* ("Oh, I see." "Alright, that's all from me." "Let us go home.")  
 SS : *"Iya miss."* ("Yes miss.")

## Cycle 2

### (Fourth meeting)

#### (Interview transcript 20)

- Hari** : Selasa  
**Tanggal** : 4 December 2012  
**Pukul** : 01.00  
**Tempat** : Halaman depan sekolah  
**R** : Researcher  
**SS** : Students  
**ET** : English Teacher

- R : *"Adek adek sini."* ("Come here, please.")  
 SS : *"Kenapa Miss?" "Pasti mau tanya tanya lagi ya?"* ("Why miss?" "You want to ask again, right?")  
 R : *"Iya cuma sebentar kok." "Kalian tidak buru buru pulang kan?"* ("Yes, right." "But it is just for a while." "You do not go home hurry, right?")  
 SS : *"Enggak miss." "Tenang saja."* ("No miss." "Take it easy.")  
 R : *"Bagaimana dek belajar bahasa Inggris pakai Rhyme dan menari tadi?"* ("How about learning English by using mnemonic "rhyme" while dancing last time?")  
 SS : *"Asyik miss."* ("It is fun, miss.")  
 R : *"Apa alasannya?"* ("What is the reason?")  
 SS : *"Ya mudah ingat materinya aja miss." "Gak sadar gitu." "Tadi menarinya asik miss.hehe."* ("We can remember the materials unconsciously." "It is fun dancing like that last time.")  
 R : *"Oh begitu." "Ya sudah kalian buruan pulang." "Miss Ayu sudah selesai kok wawancaranya."* ("Oh, I see." "Alright, you should go home soon." "I have done with my interview with you.")  
 SS : *"Oh udah selesai ya miss." "Iya miss Ayu."* ("Oh, is it done?". Yes miss Ayu.")  
 ET : *"Mbak ayu ayo kita pulang."* ("Let us go home miss Ayu.")  
 R : *"Tunggu bu, saya mau wawancara dengan ibu sebentar."* (Wait a minute ma'am. I want to have an interview with you for a while.)  
 ET : *"Mau wawancara apa mbak?"* ("What do you want to have an interview with me, Miss?  
 R : *"Begini bu, tadi apakah Mnemonik yang didukung gambar bisa memudahkan Ibu menyampaikan materi kepada murid-murid?"* ("By the way, can mnemonic help you present the materials easily, ma'am?)  
 ET : *"Lumayan mbak, setidaknya lebih mudahnya daripada tidak pakai mnemonik."* ("It is better miss than without using mnemonic.")

## COURSE GRID

**Name of the school** : SD N 3 Karanganom Klaten





**Subject** : English


**Class/ Semester** : IV/ I

**Skill** : Listening/ Speaking/ Reading/ Writing

**Standard Competency** :

1. Understanding very simple instructions with action in the class context
2. Expressing very simple instructions and information in the class context
3. Understanding very simple short functional texts in the class context
4. Spelling and copying very simple short functional texts in the class context

CYCLE 1								
Meeting	Topic	Basic competence	Indicators	Learning materials/ learning input	Media	Learning activities	Assessment	Time Allocation
1st	Calendar	<b>Listening:</b> 1.3 Responding by doing actions based on the instructions acceptably in the class contexts.	a. Students are able to answer questions after listening for specific information given by the teacher. b. Students are able to select and pick the correct pictures after listen the questions given by the teacher. c. Students are able to Listen to the instructions and doing the appropriate actions	<b>Language function:</b> <ul style="list-style-type: none"> <li>Asking questions</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Days in a week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday</li> <li>Months in a year: January, February, March, April, May, June, July, August, September, October, November, and December</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>What day is today?</li> <li>What month is this year?</li> </ul>    	Pictures, boardmarker, whiteboard	<b>Pre-teaching (Opening):</b> <ul style="list-style-type: none"> <li>Greeting</li> <li>Praying</li> <li>Checking the attendance list</li> </ul> <b>Whilst-teaching (Teaching cycle):</b> <b>Presentation:</b> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about calendar.</li> <li>❖ Teacher shows the students the examples of calendar.</li> <li>❖ Teacher explains about days, and months in a calendar by using mnemonic “acrostic”.</li> <li>❖ The students read the expressions and the orders of calendar in the pictured dialogue.</li> <li>❖ Listening to a dialogue and answering the questions.</li> <li>❖ The students study the explanation about expressions of calendar by using mnemonic “acrostic”.</li> <li>❖ The teacher sings songs by using mnemonic “rhyme” about Calendar</li> </ul>	Oral Test: <ul style="list-style-type: none"> <li>✓ Listening to the teacher’s instructions and doing the appropriate actions</li> <li>✓ Observation on “komunikat a games”</li> <li>✓ Observation on “simon says”</li> </ul> Written test: <ul style="list-style-type: none"> <li>✓ Listen to the teacher’s instructions then tick the correct options</li> <li>✓ Listen to the teacher’s instructions and write the words on the whiteboard</li> </ul>	2x35 minutes (1 meeting)

					<p>followed by the students</p> <ul style="list-style-type: none"> <li>❖ The teacher creates mnemonic about Calendar</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Teacher asks the students to mention the days and months orderly by using mnemonic “acrostic”.</li> <li>❖ Listening and repeating words related to the topic (to help them to do the next tasks)</li> <li>❖ Listen and do (giving instruction and respond) : listening to instructions and matching the not ordered of calendar with the appropriate pictures by using mnemonic “acrostic”</li> <li>❖ Listen and write : listen the instruction and write the answer</li> <li>❖ Playing komunikata games</li> <li>❖ Playing “Simon Says” game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul>	
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						<b>Production</b> <ul style="list-style-type: none"> <li>❖ Listening to instructions and matching the not ordered of calendar with the appropriate pictures by using mnemonic “acrostic”</li> <li>❖ Listen and write : listen the instruction and write the answer</li> <li>❖ The students create mnemonic about Calendar by using mnemonic “acrostic”</li> <li>❖ Playing komunikata games</li> <li>❖ Playing “Simon Says” game</li> </ul> <b>Post-teaching (Closing):</b> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty during the use of mnemonic</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
1 <sup>st</sup>	Calendar	<b>Speaking:</b> 2.1 being engaged in conversation to accompany actions that involve speech act: introducing oneself, greetings, farewell, and giving order/	a. Students are able to guess random questions from the teacher in correct pronunciation, intonation, and expression. b. Students are able to answer the questions given by the teacher orally. c. Students are able to	<b>Language function:</b> <ul style="list-style-type: none"> <li>• Asking question</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Days in a week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday</li> <li>• Months in a year: January, February, March, April, May, June, July, August, September,</li> </ul>	Pictures, boardmarker, whiteboard	<b>Pre-teaching (Opening):</b> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <b>Whilst-teaching (Teaching cycle):</b> <b>Presentation:</b> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about calendar.</li> <li>❖ Teacher shows the students the examples of</li> </ul>	Oral Test: ✓ Observation on students’ role plays and the students’ conveying kinds at prompt.	2x35 minutes (1 meeting)

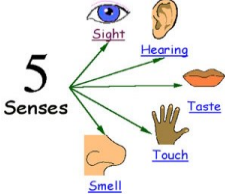
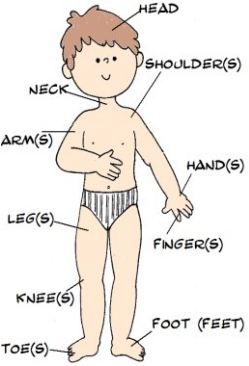
		<p>command. 2.2 being engaged to ask/ give information acceptably that involve speech act: saying thank you, apologizing, forgiving, prohibiting, praising, and inviting</p>	<p>do the role play related to the topic.</p>	<p>October, November, and December</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• What day is today?</li> <li>• What month is this year?</li> </ul>		<p>calendar.</p> <ul style="list-style-type: none"> <li>❖ Teacher explains about days, and months in a calendar by using mnemonic “acrostic”.</li> <li>❖ The students read the expressions and the orders of calendar in the pictured dialogue.</li> <li>❖ Playing komunikata games</li> <li>❖ Playing “Simon Says” game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> <li>❖ The students study the expressions of asking questions and answer the questions related to the topic of calendar by using mnemonic “acrostic”</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Teacher asks the students to mention the days and months orderly by using mnemonic “acrostic”.</li> <li>❖ The teacher asks the students to do a role play.</li> <li>❖ The teacher asks the students to do conveying</li> </ul>	
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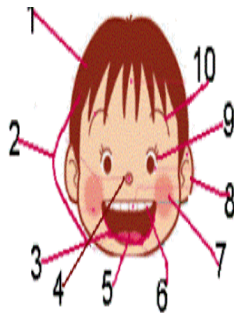
						<p>kinds at prompt.</p> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students do the Role-play (asking and answering related to the cues about calendar) and the conveying kinds at prompt at class</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
1st	Calendar	<p><b>Reading:</b></p> <p>3.1 Reading sonorantly by pronouncing alphabet and accurate utterances that involve very simple words, phrase, and sentences</p> <p>3.2 understanding very simple sentences and written messages</p>	<p>a. Students are able to read for details and following instructions.</p> <p>b. Re-order the inordered pictures of days in a week and months in a year orderly.</p> <p>c. Students are able to guess the jumbled words into the ordered one with the appropriate pictures.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Days in a week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday</li> <li>• Months in a year: January, February, March, April, May, June, July, August, September, October, November, and December</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• What day is today?</li> <li>• What month is this year?</li> </ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about calendar.</li> <li>❖ Teacher shows the students the examples of calendar.</li> <li>❖ Teacher explains about days, and months in a calendar by using mnemonic “acrostic”.</li> <li>❖ The teacher creates mnemonic related to the topic.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Teacher asks the students to mention the days and</li> </ul>	<p>Written test:</p> <ul style="list-style-type: none"> <li>✓ Matching the jumbled words with the appropriate pictures</li> <li>✓ Drawing pictures about Calendar.</li> </ul>	2x35 minutes (1 meeting)

						<p>months orderly by using mnemonic.</p> <ul style="list-style-type: none"> <li>❖ The students do the activity of matching words with appropriate pictures</li> <li>❖ The teacher asks the students to draw pictures about calendar</li> <li>❖ Playing komunikata games</li> <li>❖ Playing “Simon Says” game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students draw pictures about calendar</li> <li>❖ The students do tasks about matching words with appropriate pictures</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
<b>1st</b>	Calendar	<b>Writing:</b> 4.3Pronouncing very simple	a. Students are able to copy. b. Students are able to	<b>Language function:</b> <ul style="list-style-type: none"> <li>• Asking question</li> </ul> <b>Vocabulary:</b>	Pictures, boardmarker , whiteboard	<b>Pre-teaching (Opening):</b> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> </ul>	Written test: ✓ Writing words in	2x35 minutes (1

		English utterances accurately and acceptably with correct punctuation marks that involve very simple words, phrase, and sentences 4.4 Copying very simple English written text accurately and acceptably for example: greetings, and written messages	<p>c. Students are able to copy.</p> <p>d. The students are able to arrange the jumbled sentences into a good personal letter</p> <p>The students are able to write the very simple sentences relating to daily activities.</p>	<ul style="list-style-type: none"> <li>Days in a week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday</li> <li>Months in a year: January, February, March, April, May, June, July, August, September, October, November, and December</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>What day is today?</li> </ul>		<ul style="list-style-type: none"> <li>Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about calendar.</li> <li>❖ Teacher shows the students the examples of calendar.</li> <li>❖ Teacher explains about days, and months in a calendar by using mnemonic “acrostic”.</li> <li>❖ The students read the expressions and the orders of calendar in the pictured dialogue.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Teacher asks the students to mention the days and months orderly by using mnemonic “acrostic”.</li> <li>❖ The teacher asks the students to write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li> <li>❖ The teacher asks the students to write simple sentences supported by the colorful pictures.</li> <li>❖ Playing “Komunikata” games</li> <li>❖ Playing “Simon Says” game</li> </ul>	<ul style="list-style-type: none"> <li>✓ blank sentences (completing words in a sentence)</li> <li>✓ Copying sentences based on the teacher’s examples on the whiteboard</li> <li>✓ Writing simple sentences</li> </ul>	meeting)
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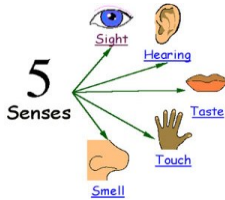
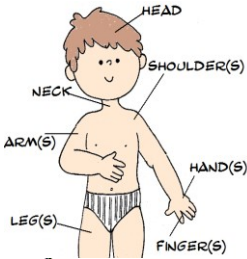
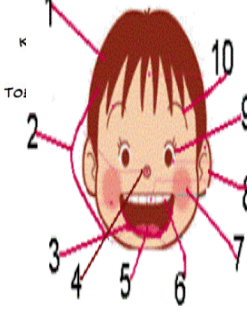
						<ul style="list-style-type: none"> <li>❖ The teacher asks the students to sing songs by using mnemonic “acrostic” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> <li>❖ The teacher asks the students to copy her sentences in the whiteboard.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li> <li>❖ The students to write simple sentences supported by the colorful pictures.</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
2nd	Parts of body (senses)	<b>Listening:</b> 1.3 Responding by doing actions based on the instructions acceptably in the class contexts.	a. Students are able to answer questions after listening for specific information given by the teacher. b. Students are able to select and pick the correct pictures after	<b>Language function:</b> <ul style="list-style-type: none"> <li>• Asking question</li> </ul> <b>Vocabulary:</b> <ol style="list-style-type: none"> <li>1. Part of face: eyes, nose, ears, cheeks, mouth, and lip</li> <li>2. Part of body: neck, shoulders, chest,</li> </ol>	Pictures, boardmarker, whiteboard	<b>Pre-teaching (Opening):</b> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <b>Whilst-teaching (Teaching cycle):</b> <b>Presentation:</b>	Oral Test: ✓ Listening to the teacher’s instructions and doing the appropriate actions	2x35 minutes (1 meeting)

			<p>listen the questions given by the teacher.</p> <p>c. Students are able to Listen to the instructions and doing the appropriate actions.</p>	<p>3. Part of arm: elbow, wrist, fingers, and arm</p> <p>4. Part of hand: thumb, fore finger, middle finger, ring finger, and little finger</p> <p>5. Part of leg: Thigh, knee, calf, ankle, big toe, toe, toe nail, and heel</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• I watch (the television) with my eyes</li> <li>• I listen (the radio) with my ears</li> </ul>  	<ul style="list-style-type: none"> <li>❖ Teacher makes situations about parts of body (senses).</li> <li>❖ Teacher shows the students the examples parts of body (senses).</li> <li>❖ Teacher explains about parts of body (senses) by using mnemonic “acrostic”.</li> <li>❖ The students read the expressions related to parts of body (senses) in the pictured dialogue.</li> <li>❖ Listening to a dialogue and answering the questions.</li> <li>❖ Studying the explanation about expressions related to parts of body (senses) by using mnemonic “acrostic”.</li> <li>❖ The teacher sings songs by using mnemonic “rhyme” about Calendar followed by the students</li> <li>❖ The teacher creates mnemonic about Calendar</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Teacher gives the examples of parts of body (senses) orderly.</li> <li>❖ Teacher asks the students to mention parts of body (senses) orderly.</li> <li>❖ Listening and repeating words related to the</li> </ul>	<ul style="list-style-type: none"> <li>✓ Observation on “komunikat a games”</li> <li>✓ Observation on “simon says”</li> </ul> <p>Written test:</p> <ul style="list-style-type: none"> <li>✓ Listen to the teacher’s instructions then tick the correct options</li> <li>✓ Listen to the teacher’s instructions and write the words on the whiteboard</li> </ul>	
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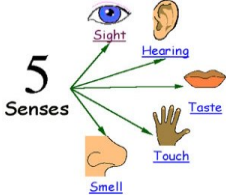
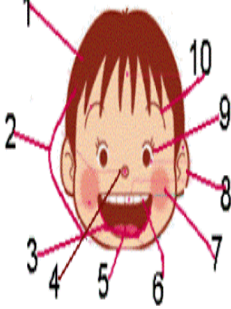
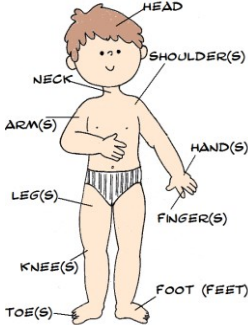
					<p>topic (to help them to do the next tasks)</p> <ul style="list-style-type: none"> <li>❖ Listen and do (giving instruction and respond) : listening to instructions and matching the not ordered of calendar with the appropriate pictures by using mnemonic “acrostic”</li> <li>❖ Listen and write : listen the instruction and write the answer</li> <li>❖ Playing komunikata games</li> <li>❖ Playing “Simon Says” game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ Listening to instructions and matching the not ordered of calendar with the appropriate pictures by using mnemonic “acrostic”</li> <li>❖ Listen and write : listen the instruction and write the answer</li> <li>❖ The students create mnemonic about Calendar by using</li> </ul>	
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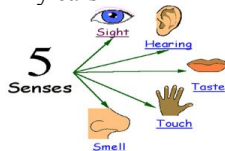


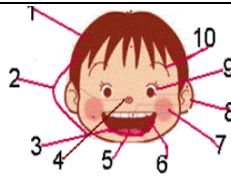
						mnemonic “acrostic” ❖ Playing komunikata games ❖ Playing “Simon Says” game <b>Post-teaching (Closing):</b> • Giving the chances to the students to ask the difficulty • Resuming about what have been learned • Leave taking		
2nd	Parts of body (senses)	<b>Speaking:</b> 2.1 being engaged in conversation to accompany actions that involve speech act: introducing oneself, greetings, farewell, and giving order/command. 2.2 being engaged to ask/give information acceptably that involve speech act: saying thank you, apologizing, forgiving, prohibiting, praising, and inviting	a. Students are able to guess random questions from the teacher in correct pronunciation, intonation, and expression. b. Students are able to answer the questions given by the teacher orally. c. Students are able to do the role play related to the topic.	<b>Language function:</b> • Asking question  • <b>Vocabulary:</b> 1. Part of face: eyes, nose, ears, cheeks, mouth, and lip 2. Part of body: neck, shoulders, chest, waist, and navel 3. Part of arm: elbow, wrist, fingers, and arm 4. Part of hand: thumb, fore finger, middle finger, ring finger, and little finger 5. Part of leg: Thigh, knee, calf, ankle, bid toe, toe, toe nail, and heel <b>Grammar:</b> • I watch (the television) with my eyes • I listen (the radio) with	Pictures, boardmarker, whiteboard	<b>Pre-teaching (Opening):</b> • Greeting • Praying • Checking the attendance list <b>Whilst-teaching (Teaching cycle):</b> <b>Presentation:</b> ❖ Teacher makes situations about parts of body (senses). ❖ Teacher shows the students the examples parts of body (senses). ❖ Teacher explains about parts of body (senses) by using mnemonic “acrostic”. ❖ The students read the expressions related to parts of body (senses) in the pictured dialogue. ❖ The students study the expressions of asking questions and answer the questions related to	Oral Test: ✓ Observation on students’ role plays and the students’ conveying kinds at prompt.	2x35 minutes (1 meeting)

				<p>my ears</p>   	<p>the topic of parts of body (senses).</p> <ul style="list-style-type: none"> <li>❖ Playing komunikata games</li> <li>❖ Playing “Simon Says” game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> <li>❖ The students study the expressions of asking questions and answer the questions related to the topic of parts of body by using mnemonic “acrostic”</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Teacher asks the students to mention the parts of body orderly by using mnemonic “acrostic”.</li> <li>❖ The students study the expressions of asking questions related to parts of body and then completing the dialogues based on the pictures.</li> <li>❖ The teacher asks the students to do a role play related to the topic.</li> <li>❖ The teacher asks the students to do conveying kinds at prompt.</li> </ul>	
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						<b>Production</b> ❖ The students do the Role-play (asking and answering related to the cues about parts of body) and the conveying kinds at prompt at class <b>Post-teaching (Closing):</b> <ul style="list-style-type: none"> <li>Giving the chances to the students to ask the difficulty</li> <li>Resuming about what have been learned</li> <li>Leave taking</li> </ul>		
2nd	Parts of body (senses)	<b>Reading:</b> 3.1Reading sonorantly by pronouncing alphabet and accurate utterances that involve very simple words, phrase, and sentences 3.2understanding very simple sentences and written messages	a. Students are able to read for details and following instructions. b. Re-order the inordered pictures of parts of body orderly. c. Students are able to guess the jumbled words into the ordered one with the appropriate pictures.	<b>Language function:</b> <ul style="list-style-type: none"> <li>Asking question</li> </ul> <b>Vocabulary:</b> <ol style="list-style-type: none"> <li>Part of face: eyes, nose, ears, cheeks, mouth, and lip</li> <li>Part of body: neck, shoulders, chest, waist, and navel</li> <li>Part of arm: elbow, wrist, fingers, and arm</li> <li>Part of hand: thumb, fore finger, middle finger, ring finger, and little finger</li> <li>Part of leg: Thigh, knee, calf, ankle, bid toe, toe, toe nail, and heel</li> </ol> <b>Grammar:</b> <ul style="list-style-type: none"> <li>I watch (the television)</li> </ul>	Pictures, boardmarker, whiteboard	<b>a. Pre-teaching (Opening):</b> <ul style="list-style-type: none"> <li>Greeting</li> <li>Praying</li> <li>Checking the attendance list</li> </ul> <b>Whilst-teaching (Teaching cycle):</b> <b>Presentation:</b> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about parts of body (senses).</li> <li>❖ Teacher shows the students the examples parts of body (senses).</li> <li>❖ Teacher explains about parts of body (senses) by using mnemonic “acrostic”.</li> <li>❖ The students read the expressions and the orders of parts of body (senses) in the pictured dialogue</li> </ul> <b>Practice</b>	Written test: ✓ Matching the jumbled words with the appropriate pictures ✓ Drawing pictures about Parts of Body	2x35 minutes (1 meeting)

				<p>with my eyes</p> <ul style="list-style-type: none"> <li>I listen (the radio) with my ears</li> </ul>   	<ul style="list-style-type: none"> <li>❖ Teacher asks the students to mention the parts of body orderly by using mnemonic “acrostic”.</li> <li>❖ The students do the activity of matching words with appropriate pictures</li> <li>❖ The teacher asks the students to draw pictures about parts of body</li> <li>❖ Playing komunikata games</li> <li>❖ Playing “Simon Says” game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students draw pictures about calendar</li> <li>❖ The students do tasks about matching words with appropriate pictures</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>	
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2nd	Parts of body (senses)	<p><b>Writing:</b></p> <p>4.3Pronouncing very simple English utterances accurately and acceptably with correct punctuation marks that involve very simple words, phrase, and sentences</p> <p>4.4Copying very simple English written text accurately and acceptively for example: greetings, and written messages</p>	<p>a. Students are able to copy.</p> <p>b. Students are able to copy.</p> <p>c. Students are able to arrange the jumbled sentences into a good personal letter.</p> <p>d. The students are able to write the very simple sentences relating to daily activities.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>Asking question</li> </ul> <p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>Part of face: eyes, nose, ears, cheeks, mouth, and lip</li> <li>Part of body: neck, shoulders, chest, waist, and navel</li> <li>Part of arm: elbow, wrist, fingers, and arm</li> <li>Part of hand: thumb, fore finger, middle finger, ring finger, and little finger</li> <li>Part of leg: Thigh, knee, calf, ankle, toe, toe, toe nail, and heel</li> </ol> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>I watch (the television) with my eyes</li> <li>I listen (the radio) with my ears</li> </ul> 	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>Greeting</li> <li>Praying</li> <li>Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about calendar.</li> <li>❖ Teacher shows the students the examples of calendar.</li> <li>❖ Teacher explains about days, and months in a calendar by using mnemonic “acrostic”.</li> <li>❖ The students read the expressions and the orders of calendar in the pictured dialogue.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Teacher asks the students to mention the parts of body orderly by using mnemonic “acrostic”.</li> <li>❖ The teacher asks the students to write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li> <li>❖ The teacher asks the students to write simple sentences supported by the colorful pictures.</li> <li>❖ Playing “Komunikata”</li> </ul>	<p>Written test:</p> <ul style="list-style-type: none"> <li>✓ Writing words in blank sentences (completing words in a sentence</li> <li>✓ Copying sentences based on the teacher’s examples on the whiteboard</li> <li>✓ Writing simple sentences</li> </ul>	2x35 minutes (1 meeting)
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						<p>games</p> <ul style="list-style-type: none"><li>❖ Playing “Simon Says” game</li><li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li><li>❖ The teacher asks the students to create mnemonic by their version.</li><li>❖ The teacher asks the students to copy her sentences in the whiteboard.</li></ul> <p><b>Production</b></p> <ul style="list-style-type: none"><li>❖ The students write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li><li>❖ The students to write simple sentences supported by the colorful pictures.</li></ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"><li>• Giving the chances to the students to ask the difficulty</li><li>• Resuming about what have been learned</li><li>• Leave taking</li></ul>		
3rd	Daily activities	<b>Listening:</b> 1.3 Responding by doing actions based on the instructions	a. Students are able to answer questions after listening for specific information given by the teacher.	<p><b>Language function:</b></p> <ul style="list-style-type: none"><li>• Asking question</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Read</li></ul>	Pictures, boardmarker , whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"><li>• Greeting</li><li>• Praying</li><li>• Checking the attendance list</li></ul>	Oral Test: ✓ Listening to the teacher’s instructions and doing	2x35 minutes (1 meeting)

		acceptably in the class contexts.	<p>b. Students are able to select and pick the correct pictures after listen the questions given by the teacher.</p> <p>c. Students are able to listen to the instructions and doing the appropriate actions.</p>	<ul style="list-style-type: none"> <li>• Drink</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• I get up at 5 o' clock</li> <li>• She gets up at 5 o' clock</li> <li>• What does she usually do?</li> </ul>		<p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about daily activities.</li> <li>❖ Teacher shows the students the examples of daily activities.</li> <li>❖ Teacher explains about daily activities by using mnemonic "acrostic".</li> <li>❖ The students read the expressions and the orders of daily activities in the pictured dialogue.</li> <li>❖ Listening to a dialogue and answering the questions.</li> <li>❖ The students study the explanation about expressions of daily activities by using mnemonic "acrostic".</li> <li>❖ The teacher sings songs by using mnemonic "rhyme" about daily activities followed by the students</li> <li>❖ The teacher creates mnemonic about daily activities</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Listening and repeating words related to the topic (to help them to do the next tasks)</li> <li>❖ Listen and do (giving instruction and respond) :</li> </ul>	<p>the appropriate actions</p> <p>✓ Observation on "komunikat a games"</p> <p>✓ Observation on "simon says"</p> <p>Written test:</p> <p>✓ Listen to the teacher's instructions then tick the correct options</p> <p>✓ Listen to the teacher's instructions and write the words on the whiteboard</p>	
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						<p>listening to instructions and do actions of daily activities</p> <ul style="list-style-type: none"> <li>❖ Listen and write : listen the instruction and write the answer</li> <li>❖ Playing komunikata games</li> <li>❖ Playing “Simon Says” game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ Listen and write : listen the instruction and write the answer</li> <li>❖ The students create mnemonic about daily activities by using mnemonic “acrostic”</li> <li>❖ Playing komunikata games</li> <li>❖ Playing “Simon Says” game</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
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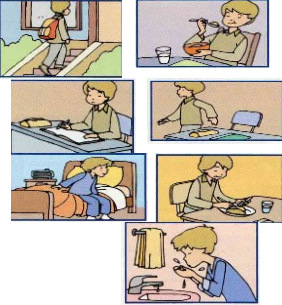


3rd	Daily activities	<p><b>Speaking:</b></p> <p>2.1 being engaged in conversation to accompany actions that involve speech act: introducing oneself, greetings, farewell, and giving order/command.</p> <p>2.2 being engaged to ask/give information acceptably that involve speech act: saying thank you, apologizing, forgiving, prohibiting, praising, and inviting</p>	<p>a. Students are able to guess random questions from the teacher in correct pronunciation, intonation, and expression.</p> <p>b. Students are able to answer the questions given by the teacher orally.</p> <p>c. Students are able to do the role play related to the topic.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>Asking question</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Read</li> <li>Drink</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>I get up at 5 o' clock</li> <li>She gets up at 5 o' clock</li> <li>What does she usually do?</li> </ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>Greeting</li> <li>Praying</li> <li>Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about daily activities.</li> <li>❖ Teacher shows the students the examples of daily activities.</li> <li>❖ Teacher explains about daily activities by using mnemonic "acrostic".</li> <li>❖ The students read the expressions about daily activities in the pictured dialogue.</li> <li>❖ The students read the expressions and the orders of calendar in the pictured dialogue.</li> <li>❖ Playing komunikata games</li> <li>❖ Playing "Simon Says" game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic "rhyme" at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> <li>❖ The students study the expressions of asking</li> </ul>	<p>Oral Test:</p> <p>✓ Observation on students' role plays and the students' conveying kinds at prompt.</p>	2x35 minutes (1meeting)
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						<p>questions and answer the questions related to the topic of calendar by using mnemonic “acrostic”</p> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Teacher asks the students to mention the example of daily activities.</li> <li>❖ The students study the expressions of asking questions related to daily activities and then completing the dialogues based on the pictures.</li> <li>❖ The teacher asks the students to do a role play.</li> <li>❖ The teacher asks the students to do conveying kinds at prompt.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students do the Role-play (asking and answering related to the cues about parts of body) and the conveying kinds at prompt at class.</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
3rd	Daily activities	<b>Reading:</b> 3.1 Reading sonorantly by	a. Students are able to read for details and following	<b>Language function:</b>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> </ul>	Written test: ✓ Matching the jumbled	2x35 minutes (1

		pronouncing alphabet and accurate utterances that involve very simple words, phrase, and sentences 3.2understandin g very simple sentences and written messages	<p>instructions.</p> <p>b. Re-order the inordered pictures of the daily activities orderly.</p> <p>c. Students are able to guess the jumbled words into the ordered one with the appropriate pictures.</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Read</li> <li>• Drink</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• I get up at 5 o' clock</li> <li>• She gets up at 5 o' clock</li> <li>• What does she usually do?</li> </ul>		<ul style="list-style-type: none"> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about daily activities.</li> <li>❖ Teacher shows the students the examples daily activities.</li> <li>❖ Teacher explains about daily activities by using mnemonic "acrostic".</li> <li>❖ The students read the expressions and the orders of daily activities in the pictured dialogue</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ The students do the activity of matching words with appropriate pictures</li> <li>❖ The teacher asks the students to draw pictures about daily activities</li> <li>❖ Playing komunikata games</li> <li>❖ Playing "Simon Says" game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic "rhyme" at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul>	words with the appropriate pictures ✓ Drawing pictures about Daily Activities.	meeting)
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						<b>Production</b> <ul style="list-style-type: none"> <li>❖ The students draw pictures about daily activities</li> <li>❖ The students do tasks about matching words with appropriate pictures</li> </ul> <b>Post-teaching (Closing):</b> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
3rd	Daily activities	<b>Writing:</b> 4.3Pronouncing very simple English utterances accurately and acceptably with correct punctuation marks that involve very simple words, phrase, and sentences 4.4Copying very simple English written text accurately and acceptably for example: greetings, and written messages	a. Students are able to copy. b. Students are able to arrange the jumbled sentences into a good personal letter c. The students are able to write the very simple sentences relating to daily activities.	<b>Language function:</b> <ul style="list-style-type: none"> <li>• Asking question</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Read</li> <li>• Drink</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• I get up at 5 o' clock</li> <li>• She gets up at 5 o' clock</li> <li>• What does she usually do?</li> </ul>	Pictures, boardmarker, whiteboard	<b>Pre-teaching (Opening):</b> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <b>Whilst-teaching (Teaching cycle):</b> <b>Presentation:</b> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about daily activities.</li> <li>❖ Teacher shows the students the examples of daily activities.</li> <li>❖ Teacher explains about daily activities by using mnemonic "acrostic".</li> <li>❖ The students read the expressions of daily activities in the pictured dialogue.</li> </ul> <b>Practice</b> <ul style="list-style-type: none"> <li>❖ The teacher asks the students to write words</li> </ul>	Written test: ✓ Writing words in blank sentences (completing words in a sentence ✓ Copying sentences based on the teacher's examples on the whiteboard ✓ Writing simple sentences	2x35 minutes (1 meeting)

					<p>based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</p> <ul style="list-style-type: none"> <li>❖ The teacher asks the students to write simple sentences supported by the colorful pictures.</li> <li>❖ Playing “Komunikata” games</li> <li>❖ Playing “Simon Says” game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> <li>❖ The teacher asks the students to copy her sentences in the whiteboard.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li> <li>❖ The students to write simple sentences supported by the colorful pictures.</li> </ul>		
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						<b>Post-teaching (Closing):</b> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
4th	hobbies	<b>Listening:</b> 1.3 Responding by doing actions based on the instructions acceptably in the class contexts.	a. Students are able to answer questions after listening for specific information given by the teacher. b. Students are able to select and pick the correct pictures after listen the questions given by the teacher. c. Students are able to listen to the instructions and doing the appropriate actions.	<b>Language function:</b> <ul style="list-style-type: none"> <li>• Asking question</li> <li>• Using expressions of like and dislike</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Playing basketball</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>• What is your hobby? My hobby is (swimming).</li> <li>• What are you doing? I am singing a song.</li> <li>• I like (playing), but I don't like (playing football).</li> <li>• She likes (playing chess), but she doesn't like (playing tennis).</li> </ul>	Pictures, boardmarker, whiteboard	<b>Pre-teaching (Opening):</b> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <b>Whilst-teaching (Teaching cycle):</b> <b>Presentation:</b> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about hobbies.</li> <li>❖ Teacher shows the students the examples of hobbies.</li> <li>❖ Teacher explains about hobbies by using mnemonic "acrostic".</li> <li>❖ The students read the expressions of hobbies in the pictured dialogue.</li> <li>❖ Listening to a dialogue and answering the questions.</li> <li>❖ The students study the explanation about expressions of hobbies by using mnemonic "acrostic".</li> <li>❖ The teacher sings songs by using mnemonic "rhyme" about hobbies followed by the students</li> </ul>	Oral Test: ✓ Listening to the teacher's instructions and doing the appropriate actions ✓ Observation on "komunikat a games" ✓ Observation on "simon says" Written test: ✓ Listen to the teacher's instructions then tick the correct options ✓ Listen to the teacher's instructions and write the words on the whiteboard	2x35 minutes (1 meeting)

						<ul style="list-style-type: none"> <li>❖ The teacher creates mnemonic about hobbies</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Listening and repeating words related to the topic (to help them to do the next tasks)</li> <li>❖ Listen and do (giving instruction and respond) : listening to instructions and do actions of hobbies</li> <li>❖ Listen and write : listen the instruction and write the answer</li> <li>❖ Playing komunikata games</li> <li>❖ Playing “Simon Says” game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ Listen and write : listen the instruction and write the answer</li> <li>❖ The students create mnemonic about hobbies by using mnemonic “acrostic”</li> <li>❖ Playing komunikata games</li> <li>❖ Playing “Simon Says”</li> </ul>		
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						<p>game</p> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
4th	hobbies	<p><b>Speaking:</b></p> <p>2.1 being engaged in conversation to accompany actions that involve speech act: introducing oneself, greetings, farewell, and giving order/command.</p> <p>2.2 being engaged to ask/give information acceptably that involve speech act: saying thank you, apologizing, forgiving, prohibiting, praising, and inviting</p>	<p>a. Students are able to guess random questions from the teacher in correct pronunciation, intonation, and expression.</p> <p>b. Students are able to answer the questions given by the teacher orally.</p> <p>c. Students are able to do the role play related to the topic.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> <li>• Using expressions of like and dislike</li> </ul> <p><b>Vocabulary:</b></p> <p>Swimming</p> <p>Playing basketball</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• What is your hobby?</li> </ul> <p>My hobby is (swimming).</p> <ul style="list-style-type: none"> <li>• What are you doing?</li> </ul> <p>I am singing a song.</p> <ul style="list-style-type: none"> <li>• I like (playing), but I don't like (playing football).</li> <li>• She likes (playing chess), but she doesn't like (playing tennis).</li> </ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about hobbies.</li> <li>❖ Teacher shows the students the examples of hobbies.</li> <li>❖ Teacher explains about hobbies by using mnemonic "acrostic".</li> <li>❖ The students read the expressions about hobbies in the pictured dialogue.</li> <li>❖ The students read the expressions and the orders of hobbies in the pictured dialogue.</li> <li>❖ Playing komunikata games</li> <li>❖ Playing "Simon Says" game</li> <li>❖ The teacher asks the students to sing songs by</li> </ul>	<p>Oral Test:</p> <p>✓ Observation on students' role plays and the students' conveying kinds at prompt.</p>	2x35 minutes (1 meeting)



						<p>using mnemonic “rhyme” at class.</p> <ul style="list-style-type: none"> <li>❖ The teacher asks the students to create mnemonic by their version.</li> <li>❖ The students study the expressions of asking questions and answer the questions related to the topic of hobbies by using mnemonic “acrostic”</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ The students study the expressions of asking questions related to hobbies and then completing the dialogues based on the pictures.</li> <li>❖ The teacher asks the students to do a role play.</li> <li>❖ The teacher asks the students to do conveying kinds at prompt.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students do the Role-play (asking and answering related to the cues about parts of body) and the conveying kinds at prompt at class.</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what</li> </ul>		
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						have been learned		
						<ul style="list-style-type: none"> <li>• Leave taking</li> </ul>		
4th	hobbies	<b>Reading:</b> 3.1 Reading sonorantly by pronouncing alphabet and accurate utterances that involve very simple words, phrase, and sentences 3.2 understanding very simple sentences and written messages	a. Students are able to read for details and following instructions. b. Re-order the inordered pictures of the daily activities orderly. c. Students are able to guess the jumbled words into the ordered one with the appropriate pictures.	<b>Language function:</b> <ul style="list-style-type: none"> <li>• Asking question</li> <li>• Using expressions of like and dislike</li> </ul> <b>Vocabulary:</b> Swimming Playing basketball	Pictures, boardmarker, whiteboard	<b>Pre-teaching (Opening):</b> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <b>Whilst-teaching (Teaching cycle):</b> <b>Presentation:</b> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about hobbies.</li> <li>❖ Teacher shows the students the examples of hobbies</li> <li>❖ Teacher explains about hobbies by using mnemonic “acrostic”.</li> <li>❖ The students read the expressions and the orders of hobbies in the pictured dialogue</li> </ul> <b>Practice</b> <ul style="list-style-type: none"> <li>❖ The students do the activity of matching words with appropriate pictures</li> <li>❖ The teacher asks the students to draw pictures about hobbies.</li> <li>❖ Playing komunikasiata games</li> <li>❖ Playing “Simon Says” game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> </ul>	Written test: ✓ Matching the jumbled words with the appropriate pictures ✓ Drawing pictures about Hobbies.	2x35 minutes (1 meeting)

						<ul style="list-style-type: none"> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students draw pictures about hobbies.</li> <li>❖ The students do tasks about matching words with appropriate pictures</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
4th	hobbies	<p><b>Writing:</b> 4.3Pronouncing very simple English utterances accurately and acceptably with correct punctuation marks that involve very simple words, phrase, and sentences 4.4Copying very simple English written text accurately and acceptably for example:</p>	<p>a. Students are able to copy. b. Students are able to arrange the jumbled sentences into a good personal letter. c. Students are able to write the very simple sentences relating to daily activities.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> <li>• Using expressions of like and dislike</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Playing basketball</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• What is your hobby?</li> <li>• My hobby is (swimming).</li> <li>• What are you doing?</li> <li>• I am singing a song.</li> <li>• I like (playing), but I don't like (playing football).</li> <li>• She likes (playing chess), but she doesn't</li> </ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about hobbies..</li> <li>❖ Teacher shows the students the examples of hobbies.</li> <li>❖ Teacher explains about hobbies by using mnemonic "acrostic".</li> <li>❖ The students read the expressions and hobbies in the pictured dialogue.</li> </ul> <p><b>Practice</b></p>	<p>Written test:</p> <ul style="list-style-type: none"> <li>✓ Writing words in blank sentences (completing words in a sentence</li> <li>✓ Copying sentences based on the teacher's examples on the whiteboard</li> <li>✓ Writing simple sentences</li> </ul>	2x35 minutes (1 meeting)

		greetings, and written messages		like (playing tennis).		<ul style="list-style-type: none"> <li>❖ The teacher asks the students to write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li> <li>❖ The teacher asks the students to write simple sentences supported by the colorful pictures.</li> <li>❖ Playing “Komunikata” games</li> <li>❖ Playing “Simon Says” game</li> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> <li>❖ The teacher asks the students to copy her sentences in the whiteboard.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li> <li>❖ The students to write simple sentences supported by the colorful pictures.</li> </ul>		
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						<b>Post-teaching (Closing):</b> <ul style="list-style-type: none"><li>• Giving the chances to the students to ask the difficulty</li><li>• Resuming about what have been learned</li><li>• Leave taking</li></ul>		
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## **COURSE GRID**

**Name of the school** : SD N 3 Karanganom Klaten

**Subject** : English





**Class/ Semester** : IV/ I

**Skill** : Listening/ Speaking/ Reading/ Writing

**Standard Competency** :

1. Understanding very simple instructions with action in the class context
2. Expressing very simple instructions and information in the class context
3. Understanding very simple short functional texts in the class context
4. Spelling and copying very simple short functional texts in the class context

**CYCLE 2**

Meeting	Topic	Basic competence	Indicators	Learning materials/ learning input	Media	Learning activities	Assessment	Time Allocation
1st	Calendar	<b>Listening:</b> 1.3 Responding by doing actions based on the instructions acceptably in the class contexts.	a. Students are able to answer questions after listening for specific information given by the teacher. b. Students are able to select and pick the correct pictures after listen the questions given by the teacher. c. Students are able to Listen to the instructions and do the appropriate actions based on the teacher's instructions	<b>Language function:</b> <ul style="list-style-type: none"> <li>Asking questions</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Days in a week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday</li> <li>Months in a year: January, February, March, April, May, June, July, August, September, October, November, and December</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>What day is today?</li> <li>What month is this year?</li> </ul>    	Pictures, boardmarker, whiteboard	<b>Pre-teaching (Opening):</b> <ul style="list-style-type: none"> <li>Greeting</li> <li>Praying</li> <li>Checking the attendance list</li> </ul> <b>Whilst-teaching (Teaching cycle):</b> <b>Presentation:</b> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about calendar.</li> <li>❖ Teacher shows the students the examples of calendar.</li> <li>❖ Teacher explains about days, and months in a calendar by using mnemonic “acrostic”, “pictures”, and “spatial grouping”.</li> <li>❖ The students read the expressions and the orders of calendar in the pictured dialogue.</li> <li>❖ Listening to a dialogue and answering the questions.</li> <li>❖ The students study the explanation about expressions of calendar by using mnemonic “acrostic”.</li> </ul>	Oral Test: ✓ Listening to the teacher's instructions and doing the appropriate actions ✓ Observation on “simon says” Written test: ✓ Listen to the teacher's instructions then tick the correct options ✓ Listen to the teacher's instructions and write the words on the whiteboard	2x35 minutes (1 meeting)



### Practice

- ❖ Teacher asks the students to mention the days and months orderly by using mnemonic “acrostic”.
- ❖ Listening and repeating words related to the topic (to help them to do the next tasks)
- ❖ Listen and do (giving instructions and responding to the teacher’s instructions) : listening to instructions and matching the inordered calendar with the appropriate pictures by using mnemonic “acrostic”
- ❖ Listen and write : listen the instruction and write the answer
- ❖ Playing “Simon Says” game

### Production

- ❖ Listening to instructions and matching the inordered of Calendar with the appropriate pictures by using mnemonic “acrostic”
- ❖ Listen and write : listen the instruction and write the answer
- ❖ Playing “Simon says” game

### Post-teaching (Closing):

- Giving the chances to the

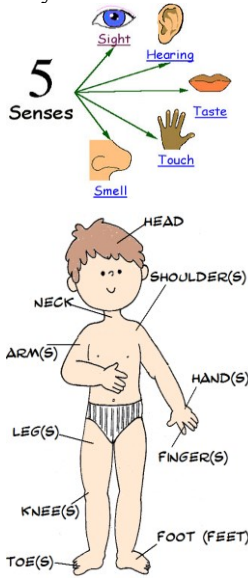


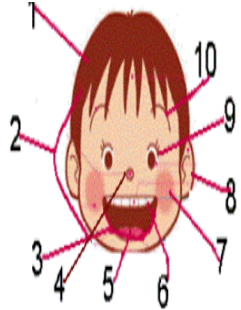
						<p>students to ask the difficulty during the use of mnemonic</p> <ul style="list-style-type: none"> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
1 <sup>st</sup>	Calendar	<p><b>Speaking:</b></p> <p>2.1 being engaged in conversation to accompany actions that involve speech act: introducing oneself, greetings, farewell, and giving order/command.</p> <p>2.2 being engaged to ask/ give information acceptably that involve speech act: saying thank you, apologizing, forgiving, prohibiting, praising, and inviting</p>	<p>a. Students are able to guess random questions from the teacher in correct pronunciation, intonation, and expression.</p> <p>b. Students are able to answer the questions given by the teacher orally.</p> <p>c. Students are able to do the role play related to the topic.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Days in a week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday</li> <li>• Months in a year: January, February, March, April, May, June, July, August, September, October, November, and December</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• What day is today?</li> <li>• What month is this year?</li> </ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ The teacher gives exaamples of conveying kinds of expressions activity</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ The teacher asks the students to do conveying kinds at prompt.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students do the conveying kinds at prompt at class</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>	<p>Oral Test:</p> <p>✓ Observation on students' conveying kinds at prompt.</p>	2x35 minutes (1 meeting)
1 <sup>st</sup>	Calendar	<p><b>Reading:</b></p> <p>3.1 Reading sonorantly by pronouncing</p>	<p>a. Students are able to read for details and following</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> </ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> </ul>	<p>Written test:</p> <p>✓ Matching the jumbled words</p>	2x35 minutes (1 meeting)

		<p>alphabet and accurate utterances that involve very simple words, phrase, and sentences</p> <p>3.2 understanding very simple sentences and written messages</p>	<p>b. Re-order the inordered pictures of days in a week and months in a year orderly.</p> <p>c. Students are able to guess the jumbled words into the ordered one with the appropriate pictures.</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Days in a week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday</li> <li>Months in a year: January, February, March, April, May, June, July, August, September, October, November, and December</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>What day is today?</li> <li>What month is this year?</li> </ul>	<ul style="list-style-type: none"> <li>Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ The teacher gives examples of matching words with appropriate pictures and matching sentences with appropriate pictures.</li> <li>❖ The teacher creates mnemonic related to the topic to be copied by the students.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ The students do the activity of matching words with appropriate pictures</li> <li>❖ The students do the activity of matching sentences with appropriate pictures</li> <li>❖ The teacher asks the students to sing songs by using mnemonic "rhyme" at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students do tasks about matching words with appropriate pictures</li> </ul>	<p>with the appropriate pictures</p> <p>✓ Matching the jumbled sentences with jumbled pictures</p>	
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						<ul style="list-style-type: none"> <li>❖ The students do the activity of matching sentences with appropriate pictures</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
<b>1st</b>	Calendar	<p><b>Writing:</b></p> <p>4.3Pronouncing very simple English utterances accurately and acceptably with correct punctuation marks that involve very simple words, phrase, and sentences</p> <p>4.4Copying very simple English written text accurately and acceptably for example: greetings, and written messages</p>	<p>a. Students are able to copy.</p> <p>b. Students are able to copy.</p> <p>c. Students are able to arrange the jumbled sentences into a good personal letter</p> <p>d. The students are able to write the very simple sentences relating to daily activities.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Days in a week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday</li> <li>• Months in a year: January, February, March, April, May, June, July, August, September, October, November, and December</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• What day is today?</li> </ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ The teacher gives examples of writing words based on the pictures</li> <li>❖ The teacher gives examples of writing simple sentences based on the pictures that were supported by the jumbled words.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ The teacher asks the students to write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li> <li>❖ The teacher asks the students to write simple</li> </ul>	<p>Written test:</p> <ul style="list-style-type: none"> <li>✓ Writing words in blank sentences (completing words in a sentence)</li> <li>✓ Copying sentences based on the teacher's examples on the whiteboard</li> <li>✓ Writing simple sentences</li> </ul>	2x35 minutes (1 meeting)

						<p>sentences supported by the colorful pictures and jumbled words.</p> <ul style="list-style-type: none"> <li>❖ The teacher asks the students to sing songs by using mnemonic “acrostic” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li> <li>❖ The students write simple sentences supported by the colorful pictures and jumbled words.</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
2nd	Parts of body (senses)	<p><b>Listening:</b></p> <p>1.3 Responding by doing actions based on the instructions acceptably in the class contexts.</p>	<p>a. Students are able to answer questions after listening for specific information given by the teacher.</p> <p>b. Students are able to select and pick the correct pictures after listen the questions</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> <li>• <b>Vocabulary:</b></li> </ul> <ol style="list-style-type: none"> <li>1. Part of face: eyes, nose, ears, cheeks, mouth, and lip</li> <li>2. Part of body: neck, shoulders, chest, waist, and navel</li> </ol>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher makes situations</li> </ul>	<p>Oral Test:</p> <ul style="list-style-type: none"> <li>✓ Listening to the teacher’s instructions and doing the appropriate actions</li> <li>✓ Observation on</li> </ul>	2x35 minutes (2 meeting)

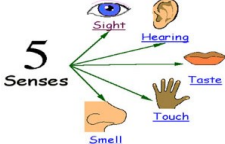
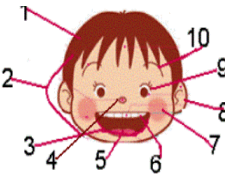
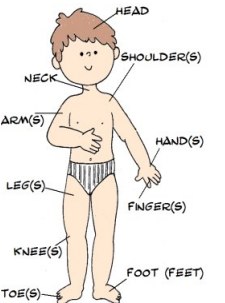
			<p>given by the teacher.</p> <p>c. Students are able to Listen to the instructions and doing the appropriate actions.</p>	<p>3. Part of arm: elbow, wrist, fingers, and arm</p> <p>4. Part of hand: thumb, fore finger, middle finger, ring finger, and little finger</p> <p>5. Part of leg: Thigh, knee, calf, ankle, big toe, toe, toe nail, and heel</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• I watch (the television) with my eyes</li> <li>• I listen (the radio) with my ears</li> </ul> 	<p>about parts of body (senses).</p> <ul style="list-style-type: none"> <li>❖ Teacher shows the students the examples parts of body (senses).</li> <li>❖ Teacher explains about parts of body (senses) by using mnemonic “acrostic”, colorful pictures, spatial grouping and letter cues addition in each word.</li> <li>❖ The students read the expressions related to parts of body (senses) in the pictured dialogue.</li> <li>❖ Studying the explanation about expressions related to parts of body (senses) by using mnemonic “acrostic”.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Teacher gives the examples of parts of body (senses) orderly.</li> <li>❖ Teacher asks the students to mention parts of body (senses) orderly.</li> <li>❖ Listening and repeating words related to the topic (to help them to do the next tasks)</li> <li>❖ Listen and do (giving instruction and responding to the teacher’s instruction) : listening to instructions and matching the not</li> </ul>	<p>“komunikata games”</p> <ul style="list-style-type: none"> <li>✓ Observation on “simon says”</li> </ul> <p>Written test:</p> <ul style="list-style-type: none"> <li>✓ Listen to the teacher’s instructions then tick the correct options</li> <li>✓ Listen to the teacher’s instructions and write the words on the whiteboard</li> </ul>	
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						<p>ordered of calendar with the appropriate pictures by using mnemonic “acrostic”</p> <ul style="list-style-type: none"> <li>❖ Listen and write : listen the instruction and write the answer</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ Listening to instructions and matching the inordered of calendar with the appropriate pictures by using mnemonic “acrostic”</li> <li>❖ Listen and write : listen the instruction and write the answer</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
2 <sup>nd</sup>	Parts of body (senses)	<p><b>Speaking:</b></p> <p>2.1 being engaged in conversation to accompany actions that involve speech act: introducing oneself, greetings, farewell, and giving order/ command.</p> <p>2.2 being</p>	<p>a. Students are able to guess random questions from the teacher in correct pronunciation, intonation, and expression.</p> <p>b. Students are able to answer the questions given by the teacher orally.</p> <p>c. Students are able to do the role play related to the topic.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> </ul> <p>• <b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. Part of face: eyes, nose, ears, cheeks, mouth, and lip</li> <li>2. Part of body: neck, shoulders, chest, waist, and navel</li> <li>3. Part of arm: elbow, wrist, fingers, and arm</li> <li>4. Part of hand:</li> </ol>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Playing “Simon Says” game</li> <li>❖ The students study the expressions of asking questions and answer the questions related to</li> </ul>	<p>Oral Test:</p> <p>✓ Observation on students’ conveying kinds at prompt.</p>	2x35 minutes (1 meeting)

		engaged to ask/ give information acceptably that involve speech act: saying thank you, apologizing, forgiving, prohibiting, praising, and inviting		thumb, fore finger, middle finger, ring finger, and little finger 5. Part of leg: Thigh, knee, calf, ankle, big toe, toe, toe nail, and heel  <b>Grammar:</b> • I watch (the television) with my eyes • I listen (the radio) with my ears		the topic of parts of body by using mnemonic "acrostic" <b>Practice</b> ❖ The teacher asks the students to do the conveying kinds of expressions at prompt. <b>Production</b> ❖ The students do the conveying kinds of expressions at prompt at class <b>Post-teaching (Closing):</b> • Giving the chances to the students to ask the difficulty • Resuming about what have been learned • Leave taking		
2nd	Parts of body (senses)	<b>Reading:</b> 3.1 Reading sonorantly by pronouncing alphabet and accurate utterances that involve very simple words, phrase, and sentences 3.2 understanding very simple sentences and written messages	a. Students are able to read for details and following instructions. b. Re-order the inordered pictures of parts of body orderly. c. Students are able to guess the jumbled words into the ordered one with the appropriate pictures.	<b>Language function:</b> • Asking question  • <b>Vocabulary:</b> 1. Part of face: eyes, nose, ears, cheeks, mouth, and lip 2. Part of body: neck, shoulders, chest, waist, and navel 3. Part of arm: elbow, wrist, fingers, and arm 4. Part of hand: thumb, fore finger, middle finger, ring finger, and little finger 5. Part of leg:	Pictures, boardmarker, whiteboard	<b>a. Pre-teaching (Opening):</b> • Greeting • Praying • Checking the attendance list <b>Whilst-teaching (Teaching cycle):</b> <b>Presentation:</b> ❖ The students read the expressions and the orders of parts of body (senses) in the pictured dialogue <b>Practice</b> ❖ The students do the activity of matching words with appropriate pictures	Written test: ✓ Matching the jumbled words with the appropriate pictures ✓ Matching sentences with appropriate pictures	2x35 minutes (1 meeting)

				<p>Thigh, knee, calf, ankle, bid toe, toe, toe nail, and heel</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• I watch (the television) with my eyes</li> <li>• I listen (the radio) with my ears</li> </ul>		<ul style="list-style-type: none"> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students do tasks about matching words with appropriate pictures</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
2nd	Parts of body (senses)	<p><b>Writing:</b></p> <p>4.3Pronouncing very simple English utterances accurately and acceptably with correct punctuation marks that involve very simple words, phrase, and sentences</p> <p>4.4Copying very simple English written text accurately and</p>	<p>a. Students are able to copy.</p> <p>b. Students are able to copy.</p> <p>c. Students are able to arrange the jumbled sentences into a good personal letter.</p> <p>d. The students are able to write the very simple sentences relating to parts of body.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> <li>• <b>Vocabulary:</b></li> </ul> <ol style="list-style-type: none"> <li>1. Part of face: eyes, nose, ears, cheeks, mouth, and lip</li> <li>2. Part of body: neck, shoulders, chest, waist, and navel</li> <li>3. Part of arm: elbow, wrist, fingers, and arm</li> <li>4. Part of hand: thumb, fore finger, middle finger, ring finger, and little finger</li> <li>5. Part of leg:</li> </ol>		<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher explains about parts of body (senses) by using mnemonic “acrostic”.</li> <li>❖ The students read the expressions and the orders of parts of body in the pictured dialogue.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ The teacher asks the</li> </ul>	<p>Written test:</p> <ul style="list-style-type: none"> <li>✓ Writing words in blank sentences (completing words in a sentence)</li> <li>✓ Writing sentences based on the teacher’s instructions</li> </ul>	2x35 minutes (1 meeting)




		acceptively for example: greetings, and written messages		<p>Thigh, knee, calf, ankle, bid toe, toe, toe nail, and heel</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• I watch (the television) with my eyes</li> <li>• I listen (the radio) with my ears</li> </ul>   		<p>students to write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</p> <ul style="list-style-type: none"> <li>❖ The teacher asks the students to write simple sentences supported by the colorful pictures.</li> <li>❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li> <li>❖ The students write simple sentences supported by the colorful pictures.</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
3rd	Daily activities	<b>Listening:</b> 1.3 Responding by doing actions	d. Students are able to answer questions after listening for	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> </ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> </ul>	Oral Test: ✓ Listening to the teacher's	2x35 minutes (1

		based on the instructions acceptably in the class contexts.	<p>specific information given by the teacher.</p> <p>e. Students are able to select and pick the correct pictures after listen the questions given by the teacher.</p> <p>f. Students are able to listen to the instructions and doing the appropriate actions.</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Read</li> <li>• Drink</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• I get up at 5 o' clock</li> <li>• She gets up at 5 o' clock</li> <li>• What does she usually do?</li> </ul>		<ul style="list-style-type: none"> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher makes situations about daily activities.</li> <li>❖ Teacher shows the students the examples of daily activities.</li> <li>❖ Teacher explains about daily activities by using mnemonic "acrostic".</li> <li>❖ The students read the expressions and the orders of daily activities in the pictured dialogue.</li> <li>❖ Listening to a dialogue and answering the questions.</li> <li>❖ The students study the explanation about expressions of daily activities by using mnemonic "acrostic".</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Listen and do (giving instruction and respond) : listening to instructions and do actions of daily activities</li> <li>❖ Listen and write : listen the instruction and write the answer</li> <li>❖ Playing "Simon Says" game</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ Listen and write : listen</li> </ul>	<p>instructions and doing the appropriate actions</p> <p>✓ Observation on "simon says"</p> <p>Written test:</p> <p>✓ Listen to the teacher's instructions then tick the correct options</p> <p>✓ Listen to the teacher's instructions and write the words on the whiteboard</p>	meeting)
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						<p>the instruction and write the answer</p> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
3rd	Daily activities	<p><b>Speaking:</b></p> <p>2.1 being engaged in conversation to accompany actions that involve speech act: introducing oneself, greetings, farewell, and giving order/command.</p> <p>2.2 being engaged to ask/ give information acceptably that involve speech act: saying thank you, apologizing, forgiving, prohibiting, praising, and inviting</p>	<p>a. Students are able to guess random questions from the teacher in correct pronunciation, intonation, and expression.</p> <p>b. Students are able to answer the questions given by the teacher orally.</p> <p>c. Students are able to do the role play related to the topic.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Read</li> <li>• Drink</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• I get up at 5 o' clock</li> <li>• She gets up at 5 o' clock</li> <li>• What does she usually do?</li> </ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher explains about daily activities by using mnemonic "acrostic".</li> <li>❖ The students read the expressions about daily activities in the pictured dialogue.</li> <li>❖ Playing "Simon Says" game</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ The teacher asks the students to do conveying kinds at prompt.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students do the conveying kinds at prompt at class.</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> </ul>	<p>Oral Test:</p> <p>✓ Observation on the students' conveying kinds at prompt.</p>	2x35 minutes (1 meeting)

						<ul style="list-style-type: none"> <li>Resuming about what have been learned</li> <li>Leave taking</li> </ul>		
3rd	Daily activities	<b>Reading:</b> 3.1 Reading sonorantly by pronouncing alphabet and accurate utterances that involve very simple words, phrase, and sentences 3.2 understanding very simple sentences and written messages	d. Students are able to read for details and following instructions. e. Re-order the inordered pictures of the daily activities orderly. f. Students are able to guess the jumbled words into the ordered one with the appropriate pictures.	<b>Language function:</b> <ul style="list-style-type: none"> <li>Asking question</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Read</li> <li>Drink</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>I get up at 5 o' clock</li> <li>She gets up at 5 o' clock</li> <li>What does she usually do?</li> </ul>	Pictures, boardmarker, whiteboard	<ul style="list-style-type: none"> <li>Resuming about what have been learned</li> <li>Leave taking</li> </ul> <b>Pre-teaching (Opening):</b> <ul style="list-style-type: none"> <li>Greeting</li> <li>Praying</li> <li>Checking the attendance list</li> </ul> <b>Whilst-teaching (Teaching cycle):</b> <b>Presentation:</b> <ul style="list-style-type: none"> <li>❖ Teacher explains about daily activities by using mnemonic "acrostic".</li> <li>❖ The students read the expressions and the orders of daily activities in the pictured dialogue</li> </ul> <b>Practice</b> <ul style="list-style-type: none"> <li>❖ The students do the activity of matching words with appropriate pictures</li> <li>❖ The teacher asks the students to sing songs by using mnemonic "rhyme" at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <b>Production</b> <ul style="list-style-type: none"> <li>❖ The students do tasks about matching words with appropriate pictures</li> <li>❖ The students do tasks about matching</li> </ul>	Written test: ✓ Matching the jumbled words with the appropriate pictures ✓ Matching the jumbled sentences with the appropriate pictures	2x35 minutes (1 meeting)

						<p>sentences with appropriate pictures</p> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
3rd	Daily activities	<p><b>Writing:</b></p> <p>4.3Pronouncing very simple English utterances accurately and acceptably with correct punctuation marks that involve very simple words, phrase, and sentences</p> <p>4.4Copying very simple English written text accurately and acceptably for example: greetings, and written messages</p>	<p>a. Students are able to copy.</p> <p>b. Students are able to arrange the jumbled sentences into a good personal letter</p> <p>c. The students are able to write the very simple sentences relating to daily activities.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Read</li> <li>• Drink</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• I get up at 5 o' clock</li> <li>• She gets up at 5 o' clock</li> <li>• What does she usually do?</li> </ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher explains about daily activities by using mnemonic "acrostic".</li> <li>❖ The students read the expressions of daily activities in the pictured dialogue.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ The teacher asks the students to write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li> <li>❖ The teacher asks the students to write simple sentences supported by the colorful pictures.</li> <li>❖ The teacher asks the students to sing songs by</li> </ul>	<p>Written test:</p> <ul style="list-style-type: none"> <li>✓ Writing words based on the pictures</li> <li>✓ Copying sentences based on the teacher's examples on the whiteboard</li> <li>✓ Writing sentences based on the pictures and supported by jumbled words</li> </ul>	2x35 minutes (1 meeting)

						<p>using mnemonic “rhyme” at class.</p> <ul style="list-style-type: none"><li>❖ The teacher asks the students to create mnemonic by their version.</li></ul> <p><b>Production</b></p> <ul style="list-style-type: none"><li>❖ The students write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li><li>❖ The students to write simple sentences supported by the colorful pictures.</li></ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"><li>• Giving the chances to the students to ask the difficulty</li><li>• Resuming about what have been learned</li><li>• Leave taking</li></ul>		
4th	hobbies	<p><b>Listening:</b></p> <p>1.3Responding by doing actions based on the instructions acceptably in the class contexts.</p>	<p>a. Students are able to answer questions after listening for specific information given by the teacher.</p> <p>b. Students are able to select and pick the correct pictures after listen the questions given by the teacher.</p> <p>c. Students are able to listen to the instructions and doing the appropriate</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"><li>• Asking question</li><li>• Using expressions of like and dislike</li></ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Swimming</li><li>• Playing basketball</li></ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• What is your hobby? My hobby is (swimming).</li><li>• What are you doing? I am singing a song.</li></ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"><li>• Greeting</li><li>• Praying</li><li>• Checking the attendance list</li></ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"><li>❖ Teacher makes situations about hobbies.</li><li>❖ Teacher shows the students the examples of hobbies.</li><li>❖ Teacher explains about</li></ul>	<p>Oral Test:</p> <ul style="list-style-type: none"><li>✓ Listening to the teacher’s instructions and do the appropriate actions</li><li>✓ Observation on “simon says”</li></ul> <p>Written test:</p> <ul style="list-style-type: none"><li>✓ Listen to the teacher’s instructions</li></ul>	2x35 minutes (1 meeting)

			actions.	<ul style="list-style-type: none"> <li>• I like (playing), but I don't like (playing football).</li> <li>• She likes (playing chess), but she doesn't like (playing tennis).</li> </ul>		<p>hobbies by using mnemonic "acrostic".</p> <ul style="list-style-type: none"> <li>❖ The students read the expressions of hobbies in the pictured dialogue.</li> <li>❖ Listening to a dialogue and answering the questions.</li> <li>❖ The students study the explanation about expressions of hobbies by using mnemonic "acrostic".</li> <li>❖ The teacher sings songs by using mnemonic "rhyme" about hobbies followed by the students</li> <li>❖ The teacher creates mnemonic about hobbies</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ Listening and repeating words related to the topic (to help them to do the next tasks)</li> <li>❖ Listen and do (giving instruction and responding to the teacher's instructions) : listening to instructions and do actions of hobbies</li> <li>❖ Listen and write : listen the instruction and write the answer</li> <li>❖ Playing "Simon Says" game</li> <li>❖ The teacher asks the students to sing songs by</li> </ul>	<p>then tick the correct options</p> <p>✓ Listen to the teacher's instructions and write the words on the whiteboard</p>	
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						<ul style="list-style-type: none"> <li>❖ using mnemonic “rhyme” at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ Listen and write : listen the instruction and write the answer</li> <li>❖ The students create mnemonic about hobbies by using mnemonic “acrostic”</li> <li>❖ Playing “Simon Says” game</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
4th	hobbies	<p><b>Speaking:</b></p> <p>2.1 being engaged in conversation to accompany actions that involve speech act: introducing oneself, greetings, farewell, and giving order/command.</p> <p>2.2 being engaged to ask/</p>	<p>a. Students are able to guess random questions from the teacher in correct pronunciation, intonation, and expression.</p> <p>b. Students are able to answer the questions given by the teacher orally.</p> <p>c. Students are able to do the role play related to the topic.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> <li>• Using expressions of like and dislike</li> </ul> <p><b>Vocabulary:</b></p> <p>Swimming</p> <p>Playing basketball</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• What is your hobby?</li> <li>• My hobby is (swimming).</li> <li>• What are you doing?</li> <li>• I am singing a song.</li> <li>• I like (playing), but I</li> </ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher explains about hobbies by using mnemonic “acrostic”.</li> <li>❖ The students read the expressions about hobbies in the pictured dialogue.</li> </ul>	<p>Oral Test:</p> <p>✓ Observation the students’ conveying kinds at prompt.</p>	2x35 minutes (1 meeting)



		give information acceptably that involve speech act: saying thank you, apologizing, forgiving, prohibiting, praising, and inviting		<p>don't like (playing football).</p> <ul style="list-style-type: none"> <li>• She likes (playing chess), but she doesn't like (playing tennis).</li> </ul>		<ul style="list-style-type: none"> <li>❖ Playing "Simon Says" game</li> <li>❖ The students study the expressions of asking questions and answer the questions related to the topic of hobbies by using mnemonic "acrostic"</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ The teacher asks the students to do conveying kinds at prompt.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students do the conveying kinds at prompt at class.</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
4th	hobbies	<p><b>Reading:</b></p> <p>3.1 Reading sonorantly by pronouncing alphabet and accurate utterances that involve very simple words, phrase, and sentences</p> <p>3.2 understanding very simple sentences and</p>	<p>a. Students are able to read for details and following instructions.</p> <p>b. Re-order the inordered pictures of the daily activities orderly.</p> <p>c. Students are able to guess the jumbled words into the ordered one with the appropriate pictures.</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>• Asking question</li> <li>• Using expressions of like and dislike</li> </ul> <p><b>Vocabulary:</b></p> <p>Swimming</p> <p>Playing basketball</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• What is your hobby?</li> </ul> <p>My hobby is (swimming).</p> <ul style="list-style-type: none"> <li>• What are you doing?</li> </ul> <p>I am singing a song.</p>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Praying</li> <li>• Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>❖ Teacher explains about hobbies by using mnemonic "acrostic".</li> <li>❖ The students read the expressions and the orders of hobbies in the</li> </ul>	<p>Written test:</p> <ul style="list-style-type: none"> <li>✓ Matching the jumbled words with the appropriate pictures</li> <li>✓ Matching the jumbled sentences with the appropriate pictures supported by jumbled words</li> </ul>	2x35 minutes (1 meeting)

		written messages		<ul style="list-style-type: none"> <li>I like (playing), but I don't like (playing football).</li> <li>She likes (playing chess), but she doesn't like (playing tennis).</li> </ul>		<p>pictured dialogue</p> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ The students do the activity of matching words with appropriate pictures</li> <li>❖ The teacher asks the students to sing songs by using mnemonic "rhyme" at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students do tasks about matching words with appropriate pictures</li> <li>❖ The students do tasks about matching sentences with appropriate pictures</li> </ul> <p><b>Post-teaching (Closing):</b></p> <ul style="list-style-type: none"> <li>Giving the chances to the students to ask the difficulty</li> <li>Resuming about what have been learned</li> <li>Leave taking</li> </ul>		
4th	hobbies	<p><b>Writing:</b></p> <p>4.3Pronouncing very simple English utterances accurately and acceptably with correct</p>	<p>a. Students are able to copy.</p> <p>b. Students are able to arrange the jumbled sentences into a good personal letter.</p> <p>c. Students are able to write the very simple</p>	<p><b>Language function:</b></p> <ul style="list-style-type: none"> <li>Asking question</li> <li>Using expressions of like and dislike</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Swimming</li> <li>Playing basketball</li> </ul>	Pictures, boardmarker, whiteboard	<p><b>Pre-teaching (Opening):</b></p> <ul style="list-style-type: none"> <li>Greeting</li> <li>Praying</li> <li>Checking the attendance list</li> </ul> <p><b>Whilst-teaching (Teaching cycle):</b></p> <p><b>Presentation:</b></p>	<p>Written test:</p> <ul style="list-style-type: none"> <li>✓ Writing words based on the pictures</li> <li>✓ Writing sentences based on the pictures</li> </ul>	2x35 minutes (1 meeting)

		<p>punctuation marks that involve very simple words, phrase, and sentences</p> <p>4.4 Copying very simple English written text accurately and acceptably for example: greetings, and written messages</p>	<p>sentences relating to daily activities.</p>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• What is your hobby?</li> <li>• My hobby is (swimming).</li> <li>• What are you doing?</li> <li>• I am singing a song.</li> <li>• I like (playing), but I don't like (playing football).</li> <li>• She likes (playing chess), but she doesn't like (playing tennis).</li> </ul>		<ul style="list-style-type: none"> <li>❖ Teacher explains about hobbies by using mnemonic "acrostic".</li> <li>❖ The students read the expressions and hobbies in the pictured dialogue.</li> </ul> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>❖ The teacher asks the students to write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li> <li>❖ The teacher asks the students to write simple sentences supported by the colorful pictures.</li> <li>❖ The teacher asks the students to sing songs by using mnemonic "rhyme" at class.</li> <li>❖ The teacher asks the students to create mnemonic by their version.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>❖ The students write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).</li> <li>❖ The students write simple sentences supported by the colorful pictures and jumbled words.</li> </ul>	<p>supported by jumbled words</p>	
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						<b>Post-teaching (Closing):</b> <ul style="list-style-type: none"> <li>• Giving the chances to the students to ask the difficulty</li> <li>• Resuming about what have been learned</li> <li>• Leave taking</li> </ul>		
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## LESSON PLAN 1

**School** : SD N 3 Karanganom Klaten  
**Subject** : English  
**Class/ semester** : IV/ I  
**Skill** : Listening  
**Topic** : Calendar  
**Language function** : Asking question  
**Time** : 2x35 minutes (1 meeting)

**A. Standard of competence:**

Understanding very simple instructions with action in the class context

**B. Basic competence:**

1.3 Responding by doing actions based on the instructions acceptably in the class contexts.

**C. Indicators:**

- a. Students are able to select and write words based on the teacher's instructions
- b. Students are able to listen to the instructions and do the appropriate actions

**D. Learning objectives:**

- a. Students are able to understand the instruction and do actions based on the instruction

**E. Learning materials/ learning input:**

**Language function:**

- Asking questions

**Vocabulary:**

- Days in a week:  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday

- Months in a year:  
January, February, March, April, May, June, July, August, September, October, November, and December

**Grammar:**

- What day is today?
- What month is this year?

**F. Method/ technique:**

PPP/ presentation, practice, and production

**G. Learning activities:**

**Pre-teaching (Opening):**

- Greeting
- Praying
- Checking the attendance list

**Whilst-teaching (Teaching cycle):**

**Presentation:**

- ❖ Teacher makes situations about calendar.
- ❖ Teacher shows the students the examples of calendar.
- ❖ Teacher explains about days, and months in a calendar by using mnemonic “acrostic”.
- ❖ The students read the expressions and the orders of calendar in the pictured dialogue.
- ❖ Listening to a dialogue and answering the questions.
- ❖ The students study the explanation about expressions of calendar by using mnemonic “acrostic”.
- ❖ The teacher sings songs by using mnemonic “rhyme” about Calendar followed by the students
- ❖ The teacher creates mnemonic about Calendar

**Practice**

- ❖ Teacher asks the students to mention the days and months orderly by using mnemonic “acrostic”.

- ❖ Listening and repeating words related to the topic (to help them to do the next tasks)
- ❖ Listen and do (giving instruction and respond) : listening to instructions and matching the not ordered of calendar with the appropriate pictures by using mnemonic “acrostic”
- ❖ Listen and write : listen the instruction and write the answer
- ❖ Playing komunikata games
- ❖ Playing “Simon Says” game
- ❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.
- ❖ The teacher asks the students to create mnemonic by their version.

#### **Production**

- ❖ Listening to instructions and matching the not ordered of calendar with the appropriate pictures by using mnemonic “acrostic”
- ❖ Listen and write : listen the instruction and write the answer
- ❖ The students create mnemonic about Calendar by using mnemonic “acrostic”
- ❖ Playing komunikata games
- ❖ Playing “Simon Says” game

#### **Post-teaching (Closing):**

- ❖ Giving the chances to the students to ask the difficulty during the use of mnemonic
- ❖ Resuming about what have been learned
- ❖ Leave taking

#### **H. Teaching media:**

Pictures, boardmarkers, whiteboard

#### **I. Sources:**

Speed Up English 4

Grow with English

English Hooray! for Elementary School Students Grade 4

Basic English Primary 4

Kreatif Berbahasa Inggris Kelas 4

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip o=any&contents=week#thetop>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip o=any&contents=months#thetop>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip o=any&contents=week#thetop>

#### **J. Assessment:**

Oral Test:

- ✓ Listening to instructions and doing the appropriate actions
- ✓ Observation on “komunikata games”
- ✓ Observation on “simon says”

Written test:

- ✓ Listen to the instructions based on the cassette recorder then tick the correct option
- ✓ Listen to the instructions based on the cassette recorder and write the words on the whiteboard

English Teacher,

Klaten, 16 Oktober 2012  
Researcher,

**Anik Dyah .K, S.Pd**

**Ayu Puspita Sari**  
NIM: 07202244024

Mengetahui,  
Kepala Sekolah

**Sumariyata, S.Pd**  
NIP. 19680228 198806 1 001



## LESSON PLAN 2

<b>School</b>	: SD N 3 Karanganom Klaten
<b>Subject</b>	: English
<b>Class/ semester</b>	: IV/ I
<b>Skill</b>	: Speaking
<b>Topic</b>	: Calendar
<b>Language function</b>	: Asking question
<b>Time</b>	: 2x35 minutes (1 meeting)

**A. Standard of competence:**

Expressing very simple instructions and information in the class context

**B. Basic competence:**

- 2.1 being engaged in conversation to accompany actions that involve speech act: introducing oneself, greetings, farewell, and giving order/ command.
- 2.2 being engaged to ask/ give information acceptably that involve speech act: saying thank you, apologizing, forgiving, prohibiting, praising, and inviting

**C. Indicators:**

- a. Students are able to guess random questions from the teacher in correct pronunciation, intonation, and expression.
- b. Students are able to answer the questions given by the teacher orally.
- c. Students are able to do the role play related to the topic.

**D. Learning objectives:**

- a. students are able to express the very simple instructions and do the role play

**E. Learning materials/ learning input:**

**Language function:**

- Asking questions

**Vocabulary:**

- Days in a week:  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday
- Months in a year:  
January, February, March, April, May, June, July, August, September, October, November, and December

**Grammar:**

- What day is today?
- What month is this year?

**F. Method/ technique:**

PPP/ presentation, practice, and production

**G. Learning activities:****Pre-teaching (Opening):**

- Greeting
- Praying
- Checking the attendance list

**Whilst-teaching (Teaching cycle):****Presentation:**

- ❖ Teacher makes situations about calendar.
- ❖ Teacher shows the students the examples of calendar.
- ❖ Teacher explains about days, and months in a calendar by using mnemonic “acrostic”.
- ❖ The students read the expressions and the orders of calendar in the pictured dialogue.
- ❖ Playing komunikata games
- ❖ Playing “Simon Says” game
- ❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.
- ❖ The teacher asks the students to create mnemonic by their version.
- ❖ The students study the expressions of asking questions and answer the questions related to the topic of calendar by using mnemonic “acrostic”

**Practice**

- ❖ Teacher asks the students to mention the days and months orderly by using mnemonic “acrostic”.
- ❖ The teacher asks the students to do a role play.
- ❖ The teacher asks the students to do conveying kinds at prompt.

**Production**

- ❖ The students do the Role-play (asking and and answering related to the cues about calendar) and the conveying kinds at prompt at class

**Post-teaching (Closing):**

- Giving the chances to the students to ask the difficulty
- Resuming about what have been learned
- Leave taking

**H. Teaching media:**

Pictures, boardmarkers, whiteboard

**I. Sources:**

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=week#thetop>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=months#thetop>

**J. Assessment:**

Oral Test:

✓ Observation on students' role plays.

English Teacher,

Klaten, 16 Oktober 2012  
Researcher,

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### LESSON PLAN 3

<b>School</b>	: SD N 3 Karanganom Klaten
<b>Subject</b>	: English
<b>Class/ semester</b>	: IV/ I
<b>Skill</b>	: Reading
<b>Topic</b>	: Calendar
<b>Language function</b>	: Asking question
<b>Time</b>	: 2x35 minutes (1 meeting)

**A. Standard of competence:**

Understanding very simple short functional texts in the class context

**B. Basic competence:**

- 3.1 Reading sonorantly by pronouncing alphabet and accurate utterances that involve very simple words, phrase, and sentences
- 3.2 Understanding very simple sentences and written messages

**C. Indicators:**

- a. Students are able to read for details and following instructions.
- b. Re-order the inordered pictures of days in a week and months in a year orderly.
- c. Students are able to guess the jumbled words into the ordered one with the appropriate pictures.

**D. Learning objectives:**

- a. Students are able to read and understand the very simple short functional text

**E. Learning materials/ learning input:**

**Language function:**

- Asking questions

**Vocabulary:**

- Days in a week:  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday
- Months in a year:  
January, February, March, April, May, June, July, August, September, October, November, and December

**Grammar:**

- What day is today?
- What month is this year?

**F. Method/ technique:**

PPP/ presentation, practice, and production

**G. Learning activities:****Pre-teaching (Opening):**

- Greeting
- Praying
- Checking the attendance list

**Whilst-teaching (Teaching cycle):****Presentation:**

- ❖ Teacher makes situations about calendar.
- ❖ Teacher shows the students the examples of calendar.
- ❖ Teacher explains about days, and months in a calendar by using mnemonic “acrostic”.
- ❖ The teacher creates mnemonic related to the topic.

**Practice**

- ❖ Teacher asks the students to mention the days and months orderly by using mnemonic.
- ❖ The students do the activity of matching words with appropriate pictures
- ❖ The teacher asks the students to draw pictures about calendar
- ❖ Playing komunikasi games
- ❖ Playing “Simon Says” game
- ❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.
- ❖ The teacher asks the students to create mnemonic by their version.

**Production**

- ❖ The students draw pictures about calendar
- ❖ The students do tasks about matching words with appropriate pictures

**Post-teaching (Closing):**

- Giving the chances to the students to ask the difficulty
- Resuming about what have been learned

Leave taking

**H. Teaching media:**

Pictures, boardmarker, whiteboard

**I. Sources:**

Speed Up English 4

Grow with English

English Hooray! for Elementary School Students Grade 4

Basic English Primary 4

Kreatif Berbahasa Inggris Kelas 4

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=week#thetop>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=months#thetop>

**J. Assessment:**

- ✓ Matching the jumbled words with the appropriate pictures
- ✓ Re-order the inordered pictures of days in a week and months in a year orderly.

English Teacher,

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Researcher,

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## LESSON PLAN 4

<b>School</b>	: SD N 3 Karanganom Klaten
<b>Subject</b>	: English
<b>Class/ semester</b>	: IV/ I
<b>Skill</b>	: Writing
<b>Topic</b>	: Calendar
<b>Language function</b>	: Asking question
<b>Time</b>	: 2x35 minutes (1 meeting)

**A. Standard of competence:**

Spelling and copying very simple short functional texts in the class context

**B. Basic competence:**

4.3 Pronouncing very simple English utterances accurately and acceptably with correct punctuation marks that involve very simple words, phrase, and sentences

4.4 Copying very simple English written text accurately and acceptably for example: greetings, and written messages

**C. Indicators:**

- a. Students are able to copy.
- b. Students are able to copy.
- c. Students are able to arrange the jumbled sentences into a good personal letter
- d. The students are able to write the very simple sentences relating to daily activities.

**D. Learning objectives:**

- a. Students are able to copy and write very simple short functional texts related to the topic.

**E. Learning materials/ learning input:**

**Language function:**

- Asking questions

**Vocabulary:**

- Days in a week:  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday
- Months in a year:  
January, February, March, April, May, June, July, August, September, October, November, and December

**Grammar:**

- What day is today?
- What month is this year?

**F. Method/ technique:**

PPP/ presentation, practice, and production

**G. Learning activities:****Pre-teaching (Opening):**

- Greeting
- Praying
- Checking the attendance list

**Whilst-teaching (Teaching cycle):****Presentation:**

- ❖ Teacher makes situations about calendar.
- ❖ Teacher shows the students the examples of calendar.
- ❖ Teacher explains about days, and months in a calendar by using mnemonic “acrostic”.
- ❖ The students read the expressions and the orders of calendar in the pictured dialogue.

**Practice**

- ❖ Teacher asks the students to mention the days and months orderly by using mnemonic “acrostic”.
- ❖ The teacher asks the students to write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).
- ❖ The teacher asks the students to write simple sentences supported by the colorful pictures.
- ❖ Playing “Komunikata” games
- ❖ Playing “Simon Says” game
- ❖ The teacher asks the students to sing songs by using mnemonic “acrostic” at class.
- ❖ The teacher asks the students to create mnemonic by their version.
- ❖ The teacher asks the students to copy her sentences in the whiteboard.

**Production**

- ❖ The students write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).
- ❖ The students to write simple sentences supported by the colorful pictures.

**Post-teaching (Closing):**

- Giving the chances to the students to ask the difficulty
- Resuming about what have been learned

Leave taking



**H. Teaching media:**

Pictures, whiteboard, boardmarkers

**I. Sources:**

Speed Up English 4

Grow with English

English Hooray! for Elementary School Students Grade 4

Basic English Primary 4

Kreatif Berbahasa Inggris Kelas 4

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<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip o=any&contents=months#thetop>

**J. Assessment:**

Written test:

- ✓ Arranging jumbled sentences into a good personal letter
- ✓ Writing the very simple sentences

English Teacher,

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Researcher,

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## LESSON PLAN 1

<b>School</b>	: SD N 3 Karanganom Klaten
<b>Subject</b>	: English
<b>Class/ semester</b>	: IV/ I
<b>Skill</b>	: Listening
<b>Topic</b>	: Calendar
<b>Language function</b>	: Asking question
<b>Time</b>	: 2x35 minutes (1 meeting)

### A. Standard of competence:

Understanding very simple instructions with action in the class context

### B. Basic competence:

1.3 Responding by doing actions based on the instructions acceptably in the class contexts.

### C. Indicators:

- a. Students are able to answer questions after listening for specific information given by the teacher.
- b. Students are able to select and pick the correct pictures after listen the questions given by the teacher.
- c. Students are able to Listen to the instructions and doing the appropriate actions

### D. Learning objectives:

- a. Students are able to understand the instruction and do actions based on the instruction

### E. Learning materials/ learning input:

#### Language function:

- Asking question

#### Vocabulary:

- Days in a week:  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday

- Months in a year:  
January, February, March, April, May, June, July, August, September, October, November, and December

**Grammar:**

- What day is today?
- What month is this year?

**F. Method/ technique:**

PPP/ presentation, practice, and production

**G. Learning activities:**

**Pre-teaching (Opening):**

- Greeting
- Praying
- Checking the attendance list

**Whilst-teaching (Teaching cycle):**

**Presentation:**

- ❖ Teacher makes situations about calendar.
- ❖ Teacher shows the students the examples of calendar.
- ❖ Teacher explains about days, and months in a calendar by using mnemonic “acrostic”, “pictures”, and “spatial grouping”.
- ❖ The students read the expressions and the orders of calendar in the pictured dialogue.
- ❖ Listening to a dialogue and answering the questions.
- ❖ The students study the explanation about expressions of calendar by using mnemonic “acrostic”.

**Practice**

- ❖ Teacher asks the students to mention the days and months orderly by using mnemonic “acrostic”.
- ❖ Listening and repeating words related to the topic (to help them to do the next tasks)

- ❖ Listen and do (giving instructions and responding to the teacher's instructions) : listening to instructions and matching the inordered calendar with the appropriate pictures by using mnemonic "acrostic"
- ❖ Listen and write : listen the instruction and write the answer
- ❖ Playing "Simon Says" game

### **Production**

- ❖ Listening to instructions and matching the inordered of Calendar with the appropriate pictures by using mnemonic "acrostic"
- ❖ Listen and write : listen the instruction and write the answer
- ❖ Playing "Simon says" game

### **Post-teaching (Closing):**

- Giving the chances to the students to ask the difficulty during the use of mnemonic
- Resuming about what have been learned
- Leave taking

### **H. Teaching media:**

Pictures, whiteboard, boardmarker

### **I. Sources:**

Speed Up English 4

Grow with English

English Hooray! for Elementary School Students Grade 4

Basic English Primary 4

Kreatif Berbahasa Inggris Kelas 4

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip o=any&contents=week#thetop>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip o=any&contents=months#thetop>

**J. Assessment:**

Oral Test:

- ✓ Listening to instructions and doing the appropriate actions
- ✓ Observation on “simon says”

Written test:

- ✓ Listen to the instructions based on the teacher’s instructions then tick the correct option
- ✓ Listen to the instructions based on the teacher’s instruction and write the words on the whiteboard

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## LESSON PLAN 2

<b>School</b>	: SD N 3 Karanganom Klaten
<b>Subject</b>	: English
<b>Class/ semester</b>	: IV/ I
<b>Skill</b>	: Speaking
<b>Topic</b>	: Calendar
<b>Language function</b>	: Asking question
<b>Time</b>	: 2x35 minutes ( 1meeting)

### A. Standard of competence:

Expressing very simple instructions and information in the class context

### B. Basic competence:

- 2.1 being engaged in conversation to accompany actions that involve speech act: introducing oneself, greetings, farewell, and giving order/ command.
- 2.2 being engaged to ask/ give information acceptably that involve speech act: saying thank you, apologizing, forgiving, prohibiting, praising, and inviting

### C. Indicators:

- a. Students are able to guess random questions from the teacher in correct pronunciation, intonation, and expression.
- b. Students are able to answer the questions given by the teacher orally.

### D. Learning objectives:

- a. students are able to express the very simple instructions and do the conveying kinds of expressions at prompt.

### E. Learning materials/ learning input:

#### Language function:

- Asking question

#### Vocabulary:

- Days in a week:  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday

- Months in a year:

January, February, March, April, May, June, July, August, September,  
October, November, and December

**Grammar:**

- What day is today?
- What month is this year?

**F. Learning method**

PPP/ presentation, practice, and production

**G. Learning activities:**

**Pre-teaching (Opening):**

- Greeting
- Praying
- Checking the attendance list

**Whilst-teaching (Teaching cycle):**

**Presentation:**

- ❖ The teacher gives examples of conveying kinds of expressions activity

**Practice**

- ❖ The teacher asks the students to do conveying kinds at prompt.

**Production**

- ❖ The students do the conveying kinds at prompt at class

**Post-teaching (Closing):**

- Giving the chances to the students to ask the difficulty
- Resuming about what have been learned
- Leave taking

**H. Teaching media:**

Pictures, whiteboard, boardmarkers

**I. Sources:**

Speed Up English 4

Grow with English

English Hooray! for Elementary School Students Grade 4

Basic English Primary 4

Kreatif Berbahasa Inggris Kelas 4

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip>

[o=any&contents=week#thetop](http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip)

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip>

[o=any&contents=months#thetop](http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip)

**J. Assessment:**

Oral Test:

- ✓ Observation on students' conveying kinds expressions at prompt.

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### LESSON PLAN 3

<b>School</b>	: SD N 3 Karangnom Klaten
<b>Subject</b>	: English
<b>Class/ semester</b>	: IV/ I
<b>Skill</b>	: Reading
<b>Topic</b>	: Calendar
<b>Language function</b>	: Asking question
<b>Time</b>	: 2x35 minutes ( 1 meeting)

**A. Standard of competence:**

Understanding very simple short functional texts in the class context

**B. Basic competence:**

- 3.1 Reading sonorantly by pronouncing alphabet and accurate utterances that involve very simple words, phrase, and sentences
- 3.2 understanding very simple sentences and written messages

**C. Indicators:**

- a. Students are able to read for details and following instructions.
- b. Re-order the inordered pictures of days in a week and months in a year orderly.
- c. Students are able to match the jumbled words with the appropriate pictures.
- d. Students are able to match the jumbled sentences with the appropriate pictures supported by jumbled words.

**D. Learning objectives:**

- a. Students are able to read and understand the very simple short functional text

**E. Learning materials/ learning input:**

**Language function:**

- Asking question

- **Vocabulary:**

1. Part of face:  
eyes, nose, ears, cheeks, mouth, and lip
2. Part of body:  
neck, shoulders, chest, waist, and navel
3. Part of arm:  
elbow, wrist, fingers, and arm
4. Part of hand:  
thumb, fore finger, middle finger, ring finger, and little finger

## 5. Part of leg:

Thigh, knee, calf, ankle, big toe, toe, toe nail, and heel

**Grammar:**

- I watch (the television) with my eyes
- I listen (the radio) with my ears

**F. Method/ technique:**

PPP/ presentation, practice, and production

**G. Learning activities:****Pre-teaching (Opening):**

- Greeting
- Praying
- Checking the attendance list

**Whilst-teaching (Teaching cycle):****Presentation:**

- ❖ The teacher gives examples of matching words with appropriate pictures and matching sentences with appropriate pictures.
- ❖ The teacher creates mnemonic related to the topic to be copied by the students.

**Practice**

- ❖ The students do the activity of matching words with appropriate pictures
- ❖ The students do the activity of matching sentences with appropriate pictures
- ❖ The teacher asks the students to sing songs by using mnemonic “rhyme” at class.
- ❖ The teacher asks the students to create mnemonic by their version.

**Production**

- ❖ The students do tasks about matching words with appropriate pictures
- ❖ The students do the activity of matching sentences with appropriate pictures

**Post-teaching (Closing):**

- Giving the chances to the students to ask the difficulty
- Resuming about what have been learned
- Leave taking

**H. Teaching media:**

Pictures, whiteboard, boardmarkers

**I. Sources:**

Speed Up English 4

Grow with English

English Hooray! for Elementary School Students Grade 4

Basic English Primary 4

Kreatif Berbahasa Inggris Kelas 4

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=week#thetop>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=months#thetop>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=week#thetop>

**J. Assessment:**

- ✓ Matching the jumbled words with the appropriate pictures
- ✓ Matching jumbled sentences with appropriate pictures
- ✓ Re-order the inordered pictures of days in a week and months in a year orderly.

English Teacher,

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## LESSON PLAN 4

<b>School</b>	: SD N 3 Karanganom Klaten
<b>Subject</b>	: English
<b>Class/ semester</b>	: IV/ I
<b>Skill</b>	: Writing
<b>Topic</b>	: Calendar
<b>Language function</b>	: Asking question
<b>Time</b>	: 2x35 minutes ( 1 meeting)

**A. Standard of competence:**

Spelling and copying very simple short functional texts in the class context

**B. Basic competence:**

4.3 Pronouncing very simple English utterances accurately and acceptably with correct punctuation marks that involve very simple words, phrase, and sentences

4.4 Copying very simple English written text accurately and acceptably for example: greetings, and written messages

**C. Indicators:**

- a. Students are able to copy.
- b. Students are able to write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).
- c. The students write simple sentences supported by the colorful pictures and jumbled words.

**D. Learning objectives:**

- a. Students are able to copy and write very simple short functional texts related to the topic.

**E. Learning materials/ learning input:**

**Language function:**

- Asking question

**Vocabulary:**

- Days in a week:  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday
- Months in a year:  
January, February, March, April, May, June, July, August, September, October, November, and December

**Grammar:**

- What day is today?
- What month is this year?

**F. Method/ technique:**

PPP/ presentation, practice, and production

**G. Learning activities:****Pre-teaching (Opening):**

- Greeting
- Praying
- Checking the attendance list

**Whilst-teaching (Teaching cycle):****Presentation:**

- ❖ The teacher gives examples of writing words based on the pictures
- ❖ The teacher gives examples of writing simple sentences based on the pictures that were supported by the jumbled words.

**Practice**

- ❖ The teacher asks the students to write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).
- ❖ The teacher asks the students to write simple sentences supported by the colorful pictures and jumbled words.
- ❖ The teacher asks the students to sing songs by using mnemonic “acrostic” at class.
- ❖ The teacher asks the students to create mnemonic by their version.

**Production**

- ❖ The students write words based on the colorful pictures (filling in the blank with correct words based on the colorful pictures).
- ❖ The students write simple sentences supported by the colorful pictures and jumbled words.

**Post-teaching (Closing):**

- Giving the chances to the students to ask the difficulty
- Resuming about what have been learned
- Leave taking

**H. Teaching media:**

Pictures, whiteboard, boardmarkers

**I. Sources:**

Speed Up English 4

Grow with English

English Hooray! for Elementary School Students Grade 4

Basic English Primary 4

Kreatif Berbahasa Inggris Kelas 4

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip o=any&contents=week#thetop>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip o=any&contents=months#thetop>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tip o=any&contents=week#thetop>

**K. Assessment:**

Written test:

- ✓ Arranging jumbled sentences into a good personal letter
- ✓ Writing the very simple sentences based on the colorful pictures

English Teacher,

Klaten, 13 November 2012  
Researcher,

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## ENGLISH LEARNING MATERIALS

GRADE: IV

TOPIC: CALENDAR

SKILL: LISTENING, SPEAKING, READING, WRITING

### LEARNING MATERIALS

#### ❖ LANGUAGE FUNCTION: (ASKING QUESTIONS)

1. What day is today?
2. What month is this year?
3. When is your birthday?

What day is today?

Today is tuesday?



#### ❖ VOCABULARY:

1. DAYS IN A WEEK: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
2. MONTHS IN A YEAR: January, February, March, April, May, June, July, August, September, October, November,

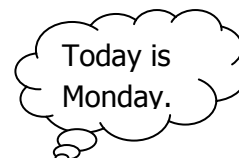
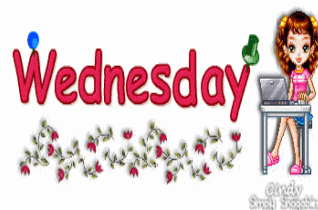
## ❖ BASIC GRAMMAR:

## • Days in a week:

1. Today is Monday.
2. Yesterday is Sunday.
3. Tomorrow is Tuesday.

## • Months in a year:

1. This month is January.
2. Next month is February.



## ❖ A CLASSROOM TECHNIQUE (MNEMONIC):

1. The mnemonic for days in a week: Sumanto beli wedang jahe trus Frida beli sate
2. The mnemonic for months in a year: Jangan Febi makan apel Medan,

## A. LISTS OF MNEMONIC SONGS (RHYME)

1. "SUNDAY , MONDAY,TUESDAY, WEDNESDAY, THURDAY, FRIDAY,SATURDAY." (Lyric from: *Naik naik ke puncak gunung* song)
2. "JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE, JULY, AUGUST, SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER"



And now sing a song!

It's bound to happen every four weeks or so, a new one came around about thirty  
days ago

Here's a jig to help you dig the months and all twelve of 'em

Come and sing along with me, I know you'll learn to love 'em.

Oh... \*January, February, March, April, May

Boom,boom,boom!

June, July and August -

What do you say? Well I say...

September, October, November, too!

And don't forget December, now sing them through...\*

by Victoria  
welcome to [our school site](#)  
  
a.Zebra tag

#### B. LISTS OF GAMES:

1. SIMON SAYS
2. KOMUNIKATA GAMES (GUESSING GAME  
IN GROUP)

**SOURCE:****1. Books:**

Mukarto. (2007). *Grow with English*. Jakarta: Erlangga.

Mukarto. (2009). *English Hooray! for Elementary School Students Grade 4*. Jakarta: Erlangga.

Kurniawan, Rita and Cecille Anca. (2010). *Speed Up English 4*. Jakarta: Yudhistira.

Sulaiman, S. B. (2010). *Basic English Primary 4*. Jakarta: Yudhistira.

**2. Internet:**

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=week#thetop>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=months#thetop>

**3. Youtube:**

<http://www.youtube.com/watch?v=RkTNU46rufY>

[http://www.youtube.com/watch?v=EyR\\_JTs8Yt4](http://www.youtube.com/watch?v=EyR_JTs8Yt4)

## ENGLISH LEARNING MATERIALS

GRADE: IV

TOPIC: PARTS OF BODY

SKILL: LISTENING, SPEAKING, READING, WRITING

### LEARNING MATERIALS

#### ❖ LANGUAGE FUNCTION

Asking question:

1. What is this?
2. This is nose
3. We hear the music with our

#### ❖ Vocabulary:

1. Part of face:  
eyes, nose, ears, cheeks, mouth, lip, etc
2. Part of body:  
neck, shoulders, chest, waist, navel, etc
3. Part of arm:  
elbow, wrist, fingers, arm
4. Part of hand:  
thumb, fore finger, middle finger, ring finger, little finger
5. Part of leg:  
Thigh, knee, calf, ankle, toe, toe nail, heel

## ❖ Basic grammar:

1. I watch (the television) with my eyes.
2. She watches (the television) with her eyes.
3. I listen (the radio) with my ears.
4. He listen (the radio) with his ears.

## A CLASSROOM TECHNIQUE (MNEMONIC):

1. Mnemonic for the parts of face: Hape Tono lecet, Iis dan Ais faham
2. Mnemonic for the parts of body: Heni dan Sarah pengen lagi kenal Putu
3. Mnemonic for parts of arm: Laper makan arem-arem, lafer juga makan arem-arem. Ha'em.
4. Mnemonic for the parts of hand (bagian depan): Lita, Rina, Mida, Fira itu pinter. Tumben?
5. Mnemonic for the parts of body (bagian belakang): Pingkan natap wajik di pohon palem.
6. Mnemonic for parts of Body (version two): Neta suka cowoknya Heni.
7. Mnemonic for the parts of leg: Tini calon ABG tuh. Tenaneh?

❖ **A LIST OF MNEMONIC SONG PARTS OF BODY 1 ([www.DreamEnglish.com](http://www.DreamEnglish.com)):**

**When you look and when you see, use your eyes \*clap clap clap\* 2x**

**When you look and when you see**

**All the things there are to see**

**When you look and when you see, use your eyes \*clap clap clap\***

When you listen and you hear, use your ears \*clap clap clap\* 2x

When you listen and you hear

All the things there are to hear

When you listen and you hear, use your ears \*clap clap clap\*

**When you touch and when you feel, use your hands \*clap clap clap\* 2x**

**When you touch and when you feel**

**All the thing there are to feel**

**When you touch and when you feel, use your hands \*clap clap clap\***

When you eat and when you taste, use your tongue \*clap clap clap\* 2x

When you eat and when you taste, all the things there are to taste

When you eat and when you taste, use your tongue \*clap clap clap\*

**When you sniff and when you smell, use your nose \*clap clap clap\* 2x**

**When you sniff and when you smell**

**All the things there are to smell**

**When you sniff and when you smell, use your nose \*clap clap clap\* 2**

### **A LIST OF MNEMONIC SONG PARTS OF BODY 2:**

Head, shoulders, knees and toes.. knees and toes.. 2x

And eyes, and, ears, and, mouth, and nose..

Head, shoulders, knees and toes.. knees and toes.. 2x

#### **Source:**

##### **1. Book:**

Mukarto. (2007). *Grow with English*. Jakarta: Erlangga.

Mukarto. (2009). *English Hooray! for Elementary School Students Grade 4*. Jakarta: Erlangga.

Kurniawan, Rita and Cecille Anca. (2010). *Speed Up English 4*. Jakarta: Yudhistira.

Sulaiman, S. B. (2010). *Basic English Primary 4*. Jakarta: Yudhistira

##### **2. Internet:**

**(www. DreamEnglish.com)**

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=face#thetop>

<http://www.englishexercises.org/buscador/buscar.asp?nivel=any&age=0&tipo=any&contents=body#thetop>

## ENGLISH LEARNING MATERIALS

GRADE: IV

TOPIC: DAILY ACTIVITIES

SKILL: LISTENING, SPEAKING, READING, WRITING

## Learning material

## ❖ Language function:

I get up at 5 o'clock in the morning

Then, I take a bath

After that, I pray

Then, I eat breakfast

I go to school at 06.30 a.m.

I start to study at 07.00 a.m. and so on.

## ❖ Vocabulary:

1. Get up
2. Take a bath
3. Have a shower
4. Eat breakfast
5. Go to bed, etc

## ❖ Basic grammar:

1. I **get up** at 5 o'clock.
2. She **gets up** at 5 o'clock.
3. They **read** a newspaper.
4. He **reads** a newspaper. etc

Source:

1. Book:

Mukarto. (2007). *Grow with English*. Jakarta: Erlangga.

Mukarto. (2009). *English Hooray! for Elementary School Students Grade 4*. Jakarta: Erlangga.

Kurniawan, Rita and Cecille Anca. (2010). *Speed Up English 4*. Jakarta: Yudhistira.

Sulaiman, S. B. (2010). *Basic English Primary 4*. Jakarta: Yudhistira

2. Internet:

**([www. DreamEnglish.com](http://www.DreamEnglish.com))**



# ENGLISH LEARNING MATERIALS

GRADE: IV

TOPIC: HOBBIES

SKILL: LISTENING, SPEAKING, READING, WRITING

## LEARNING MATERIALS



My hobby is swimming.

LANGUAGE FUNCTION (asking question):

Arya: what are you doing?

Fani: I am reading a magazine.

Bagus: what is your hobby?

Bagas: my hobby is playing football

Denis: what do you like? singing or dancing?

Dyah: I like singing.

Vocabulary:

Dancing

Swimming

Cooking

Fishing

Drawing, etc

Hi patrick, what is your hobby?

My hobby is reading a newspaper.



## ❖ Basic grammar:

1. My hobby is singing.
2. Her hobby is cooking.
3. I like eating pizza.
4. They like gardening.
5. She likes playing guitar.

## Source:

## 3. Book:

Mukarto. (2007). *Grow with English*. Jakarta: Erlangga.

Mukarto. (2009). *English Hooray! for Elementary School Students Grade 4*. Jakarta: Erlangga.

Kurniawan, Rita and Cecille Anca. (2010). *Speed Up English 4*. Jakarta: Yudhistira.

Sulaiman, S. B. (2010). *Basic English Primary 4*. Jakarta: Yudhistira

## 4. Internet:

**([www. DreamEnglish.com](http://www.DreamEnglish.com))**

# PRE-TEST

TOPIC: CALENDAR

## A. LISTENING TASKS

### B.1. TASK 2: LISTEN AND WRITE

Instruction: listen to your teacher's and write the words correctly in the piece of paper.

For example:

Teacher says: write the word of "Monday". Then the student write the word correctly in the piece of paper.

## B. SPEAKING TASKS

### A.1. TASK 1: CONVEYING KINDS OF EXPRESSIONS AT PROMPT (DOING SPEAKING INDIVIDUALLY IN FRONT OF THE CLASS)

Instruction: Practice these dialogues then respond your teacher by answering the teacher's questions orally in front of the class.

Example:

Situation: Today is Friday 7th in September.

The teacher: what day is it today?

Student: today is Friday 7th.

The teacher: what day is tomorrow?

Student: tomorrow is Saturday.

The teacher: what day is yesterday?

Student: yesterday is Thursday.

The teacher: what is the month after September?

The student: Next month is October.

The teacher: what month before September?

The student: Last month is August.

### C. READING TASKS

#### C.1. TASK 1: MATCHING WORDS WITH APPROPRIATE PICTURES

Instruction: match the words by ordering the months in the blank pictures on the table below with the cards given by the teacher.

The cards:



## D. WRITING TASKS

### D.1. TASK 1: WRITING SIMPLE SENTENCES

Instruction: Write the correct sentences from these jumbled words.

1. Is// today// Wednesday.
2. Yesterday// Saturday// is.
3. Last month// March// is.
4. April// next month// is.
5. Is// tomorrow// Sunday.

## TOPIC: PARTS OF BODY (SENSES)

## A. LISTENING TASKS

## A.1. TASK 1 : LISTEN AND WRITE

Instruction: listen to your teacher and write the correct words in a piece of paper

For example:

The teacher says "write" the word of ears. Then the students write the word in a piece of paper.



## B. SPEAKING TASKS

### B.2. TASK 1: CONVEYING KINDS AT PROMPT (DOING SPEAKING INDIVIDUALLY IN FRONT OF THE CLASS)

Instruction: practice the dialogue, then respond your teacher by answering the teacher's questions orally in front of the class.

Example:

The teacher: what is this? (while pointing nose)



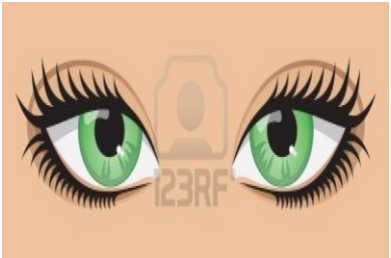

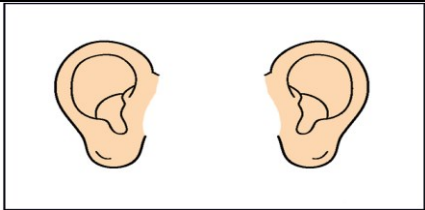
The student: that is nose.

The teacher: what is this? (while pointing lip)

## C. READING TASKS

## C.1. TASK 1: MATCHING WORDS WITH APPROPRIATE PICTURES

Instruction: match the words with the pictures by making lines between column A and column B.

1. Shoulder	
2. Ears	
3. Knee	
4. Eyes	
5. Lips	



## D. WRITING TASKS

### D.1. TASK 1: WRITING SIMPLE SENTENCES

Instruction: make good sentences with these jumbled words.

1. We// our hands// the rocks//with.
2. The flower//with//our nose// we.
3. Taste// the lemon//we// with//our tongue.
4. The rainbow//our eyes//we//with// see.
5. Our ears// music// hear// with// we.

**TOPIC: DAILY ACTIVITIES****A. LISTENING TASKS****A.1. TASK 1: LISTEN AND WRITE**

Instruction: listen to your teacher and write the words correctly in a piece of paper.

For example:

The teacher says "eat", then the students write the word in a piece of paper.

## B. SPEAKING TASKS

### B.1. TASK 1: CONVEYING KINDS AT PROMPT ( PERFORM INDIVIDUALLY)

Instruction: practice the dialogue related to daily activities then perform in front of the class to tell your friends about your daily activities at home.

For example:

At 5 o'clock I get up

At 05.15 I pray

At 05.30 I take a bath

At 05.45 I get dressed

At 06.00 I eat breakfast, and so on

### C. READING TASKS

#### C.1. TASK 1: MATCHING WORDS WITH PICTURES.

Instruction: match the words with the appropriate pictures by making a line between column A and column B.

1. Go to bed	
2. Take a bath	
3. Get up	
4. Go to school	
5. Brush my teeth	

### D. WRITING TASKS

#### D.1. TASK 1: WRITING SIMPLE SENTENCES

Instruction: write good sentences from these jumbled words below.

1. He// cartoon// watches.
2. She// a magazine// reads.
3. Ice cream// we// eat.
4. I// to school// go.
5. Has lunch// he// at 12 o'clock.

## TOPIC: HOBBIES

## A. LISTENING TASKS

## A.2. TASK 2: LISTEN AND WRITE

Instruction: listen to your teacher's instruction and write the teacher's words on a piece of paper.

For example:

The teacher says "reading", then the students write the word on a piece of paper.

The lists of the words:

1. Reading
2. Fishing
3. Cooking
4. Gardening
5. Playing guitar



## B. SPEAKING TASKS

### B.1. TASK 1: CONVEYING KINDS OF EXPRESSIONS AT PROMPT (PERFORM INDIVIDUALLY)

Instruction: practice these dialogue, the come in front of the class to answer the teacher's question orally.

For example:

Teacher: what is your hobby?

Student: my hobby is playing football.






Teacher: what do you like to drink? Ice tea or milk?

Student: I like ice tea

## C. READING TASKS

## C.1. TASK 1: MATCHING WORDS WITH APPROPRIATE PICTURES

Instruction: match the words with the appropriate pictures by making a line between column A and column B.

COLUMN A	COLUMN B
1. Singing	
2. Dancing	
3. Playing guitar	
4. Swimming	
5. Playing piano	

## D. WRITING TASKS

### D.1. TASK 1: WRITING SIMPLE SENTENCES

Instruction: write good sentences from these jumble words below.

1. Her hobby// cooking// is.

\_\_\_\_\_.

2. Likes// she // eating chocolate.

\_\_\_\_\_.

3. Fishing// they// like.

\_\_\_\_\_.

4. What is he doing?

Is// he // playing guitar.

\_\_\_\_\_.

5. What is she doing?

Studying English// is // she.

\_\_\_\_\_.

TOPIC: CALENDAR

## POST-TEST

### B. LISTENING TASKS

#### B.1. TASK 1: LISTEN AND DO (GIVING INSTRUCTION AND RESPONDING TO THE INSTRUCTION)

Instruction: respond to the teacher by answering the teacher's questions orally in front of the class.

For example:

The teacher: what day is it today?

Student: today is Friday 7th.

The teacher: what day is tomorrow?

Student: tomorrow is Saturday.

## B. SPEAKING TASKS

### A.1. TASK 1: DOING ROLE PLAY

Instruction: Practice a role play with your classmate based on the information given in the cards below.

CARD A:



Show the picture to your friend and ask to him or her about the picture:






For example:

1. What day is today?
2. What month is this year?

### C. READING TASKS

#### C.1. TASK 1: MATCHING SENTENCES WITH APPROPRIATE PICTURES

Instruction: match the sentence with the picture below.

	<p>1. Today is Monday.</p>
	<p>2. Today is Tuesday.</p>
	<p>3. It is May.</p>
	<p>4. It is December 25th.</p>
	<p>5. It is June.</p>

### D. WRITING TASKS

#### D.1. TASK 1: WRITING SIMPLE SENTENCES SUPPORTED BY COLORFUL PICTURES

Instruction: Write the correct sentences from these jumbled words.

		
<p>Is// today// Wednesday.</p> <p>_____.</p>	<p>Yesterday// Saturday// is.</p> <p>_____.</p>	<p>Last month// March// is.</p> <p>_____.</p>
		
<p>April// next month// is.</p> <p>_____.</p>	<p>Is// tomorrow// Sunday.</p> <p>_____.</p>	

## TOPIC: PARTS OF BODY (SENSES)

## B. LISTENING TASKS

## A.1. TASK 1: LISTEN AND DO (GIVING INSTRUCTION AND RESPONDING TO THE INSTRUCTION)

Instruction: respond the teacher by doing the appropriate actions based on the teacher's instruction of the "Simon says" game below.

1. Simon says "touch your nose!"
2. Simon says "touch your eyes!"
3. Simon says "touch your head!"
4. Simon says "touch your shoulders!"
5. Simon says "touch your ears!"



## B. SPEAKING TASKS

### B.1. TASK 1: ROLE PLAY

Instruction: practice these dialogues below, then do a role play with your classmate in front of the class

Fani: what is this? (while pointing nose)

Arya: that is nose.

Fani: what is this? (while pointing hand)

Arya: that is hand.

Arya: what is this? (while pointing ear)

Fani: that is ear.


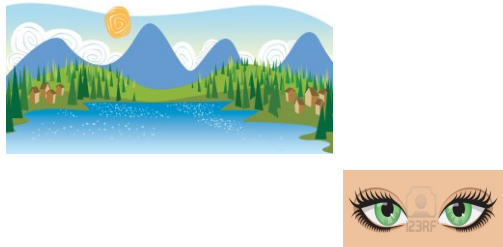

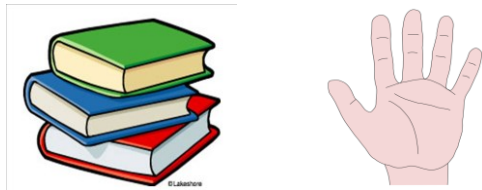
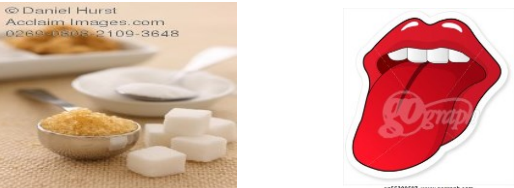
Arya: what is this? (while pointing eye)

Fani: that is eye.

### C. READING TASKS

#### C.1. TASK 1: MATCHING SENTENCES WITH APPROPRIATE PICTURES


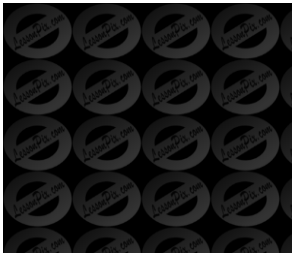



Instruction: matching the sentences by making a line between sentences in column A and pictures in column B below.

COLUMN A	COLUMN B
	1. We taste the sugar with our tongue.
	2. We hear/ listen to the radio with our ears.
	3. We see the landscape with our eyes.
	4. We smell the perfume with our nose.
	5. We touch/ hold the book with our hands.

### D. WRITING TASKS

#### D.1. TASK 1: WRITING WORDS BASED ON THE COLORFUL PICTURES (FILLING IN THE BLANK WITH CORRECT WORDS BASED ON THE PICTURES)

Instruction: fill in the blank with the correct words based on the pictures

		
1. ...	2. ...	3. ...
		
4. ...	5. ...	

**TOPIC: DAILY ACTIVITIES****B. LISTENING TASKS****A.1. TASK 1: LISTEN AND DO**

Instruction: listen to your teacher and respond the teacher by doing appropriate actions based on the teacher's instruction of "Simon says" game.

For example:

Simon says "Clap your hand", then the students clap their hands.

## B. SPEAKING TASKS

### B.1. TASK 1: ROLE PLAY

Instruction: practice the dialogue with your friend, then perform them in front of the class.

Fani: What do you do after going back from school?

Bagas: I pray at 01.00 p.m.

Then, I watch tv

After that, I take a nap

Then, I pray

Then, I watch tv. What do you do after going back to school?

Fani: I pray at 01.00 p.m.






Then, I eat lunch

After that, I take a nap.

### C. READING TASKS

#### C.1. TASK 1: MATCHING SENTENCES WITH APPROPRIATE PICTURES






Instruction: match the sentences in the column A with the pictures in column B by making a line between the columns.

COLUMN A	COLUMN B
	1. She listens to the music.
	2. She brushes her teeth.
	3. He watches tv.
	4. She rides a bicycle.
	5. He has a shower.

### D. WRITING TASKS

#### D.1. TASK 1: WRITING WORDS BASED ON THE COLORFUL PICTURES

Instruction: write the words based on the pictures.

		
1. ...	2. ...	3. ...
		
4. ...	5. ...	

TOPIC: HOBBIES

## B. LISTENING TASKS

### A.1. TASK 1: LISTEN AND DO

Instruction: listen to your teacher's instruction then respond her by answering the teacher's questions

For example:

Teacher: what is your hobby?

Student: my hobby is swimming.

Teacher: what dou you like? Fishing or gardening?

Student: I like gardening.

Teacher: what am I doing? (while reading)



## B. SPEAKING TASKS

### B.1. TASK 1: ROLE PLAY

Instruction: practice these dialogues with your friend, then perform them in front of the class.

Fatma: what is your hobby?

Fitrah: my hobby is cooking. What is your hobby?

Fatma: my hobby is singing. What do you like to eat? Pizza or chocolate?


Fitrah: I like chocolate. What do you like to eat? Pizza or chocolate?

Fatma: I like pizza.

### C. READING TASKS

#### C.1. TASK 1: MATCHING SENTENCES WITH APPROPRIATE PICTURES






Instruction: match the sentences in the column A with the pictures in column B by making a line between the columns.

Column A	Column B
1. His hobby is playing basketball.	 © Dawn Hudson Acclaim Images.com 0110-0906-12102905
2. Their hobby is dancing.	
3. They like eating brownies.	
4. I like playing badminton.	 ©BNP Design Studio * illustrationsOf.com/433082
5. She is singing.	 gg57256085 www.gograph.com

## D. WRITING TASKS

### D.1. TASK 1: WRITING WORDS BASED ON THE PICTURES

Instruction: write the words based on the picture

		
1. ...	2. ...	3. ...
		
4. ...	5. ...	

TOPIC: CALENDAR

## CYCLE 1

### C. LISTENING TASKS

#### B.1. TASK 1: LISTEN AND DO (GIVING INSTRUCTION AND RESPONDING TO THE INSTRUCTION)

Instruction: respond to the teacher by answering the teacher's questions orally in front of the class.

For example:

The teacher: what day is it today?

Student: today is Friday 7th.

The teacher: what day is tomorrow?

Student: tomorrow is Saturday.

## B.2. TASK 2: LISTEN AND WRITE

Instruction: listen to your teacher's and write the words correctly in the piece of paper.

For example:

Teacher says: write the word of "Monday". Then the student write the word correctly in the piece of paper.

## B. SPEAKING TASKS

### A.1. TASK 1: DOING ROLE PLAY

Instruction: Practice a role play with your classmate based on the information given in the cards below.

CARD A:



Show the picture to your friend and ask to him or her about the picture:

For example:

3. What day is today?
4. What month is this year?

**A.2. TASK 2: CONVEYING KINDS OF EXPRESSIONS AT PROMPT (DOING SPEAKING INDIVIDUALLY IN FRONT OF THE CLASS)**

Instruction: Practice these dialogues then respond your teacher by answering the teacher's questions orally in front of the class.

Example:

Situation: Today is Friday 7th in September.

The teacher: what day is it today?

Student: today is Friday 7th.

The teacher: what day is tomorrow?

Student: tomorrow is Saturday.

The teacher: what day is yesterday?

Student: yesterday is Thursday.

The teacher: what is the month after September?

The student: Next month is October.

The teacher: what month before September?

The student: Last month is August.

## C. READING TASKS

### C.1. TASK 1: DRAWING PICTURES

Instruction: draw the picture given by the teacher.





## C.2. TASK 2: MATCHING WORDS WITH APPROPRIATE PICTURES

Instruction: match the words by ordering the months in the blank pictures on the table below with the cards given by the teacher.

	 <p>© Prawny * www.ClipartOf.com/66663</p>	
	 <p>© Prawny * www.ClipartOf.com/66677</p>	
 <p>© Can Stock Photo - csp14791827</p>		
		

The cards:



### C.3. TASK 3: MATCHING SENTENCES WITH APPROPRIATE PICTURES

Instruction: match the sentence with the picture below.



It is March 15th.

It is Tuesday.

It is Monday.

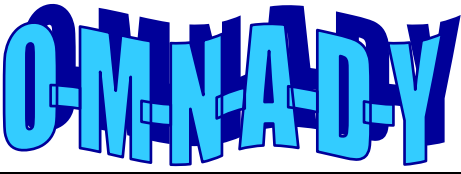




It is Sunday.

It is May 15th.

# D. WRITING TASKS

## D. 1. TASK 1: WRITING WORDS BASED ON THE PICTURES (FILLING IN THE BLANK WITH CORRECT WORDS BASED ON THE PICTURES)

Instruction: Fill in the blank with correct words based on the pictures

	
1. ...	2. ...
	
3. ...	4. ...
	
5. ...	

## D.2. TASK 2: WRITING WORDS IN BLANK SENTENCES (COMPLETING WORDS IN A SENTENCE)

Instruction: complete the words in a sentence.

January, February, (...), April, (...), June, (...), August, September, (...),  
November, (...)

## D.3. TASK 3: WRITING SIMPLE SENTENCES

Instruction: Write the correct sentences from these jumbled words.

6. Is// today// Wednesday.
7. Yesterday// Saturday// is.
8. Last month// March// is.
9. April// next month// is.
10. Is// tomorrow// Sunday.

## TOPIC: PARTS OF BODY (SENSES)

## C. LISTENING TASKS

## A.1. TASK 1: LISTEN AND DO (GIVING INSTRUCTION AND RESPONDING TO THE INSTRUCTION)

Instruction: respond the teacher by doing the appropriate actions based on the teacher's instruction of the "Simon says" game below.

1. Simon says "touch your nose!"
2. Simon says "touch your eyes!"
3. Simon says "touch your head!"
4. Simon says "touch your shoulders!"
5. Simon says "touch your ears!"

## A.2. TASK 2: LISTEN AND WRITE

Instruction: listen to your teacher and write the correct words in a piece of paper

For example:

The teacher says "write" the word of ears. Then the students write the word in a piece of paper.

## B. SPEAKING TASKS

### B.1. TASK 1: ROLE PLAY

Instruction: practice these dialogues below, then do a role play with your classmate in front of the class

Fani: what is this? (while pointing nose)

Arya: that is nose.

Fani: what is this? (while pointing hand)

Arya: that is hand.

Arya: what is this? (while pointing ear)

Fani: that is ear.

Arya: what is this? (while pointing eye)

Fani: that is eye.

### B.2. TASK 1: CONVEYING KINDS AT PROMPT (DOING SPEAKING INDIVIDUALLY IN FRONT OF THE CLASS)

Instruction: practice the dialogue, then respond your teacher by answering the teacher's questions orally in front of the class.

Example:

The teacher: what is this? (while pointing nose)

The student: that is nose.

The teacher: what is this? (while pointing lip)

The student: that is lip.

## C. READING TASKS

## C.1. TASK 1: DRAWING ACTIVITIES

Instruction: draw the picture in a piece of paper given by the teacher.





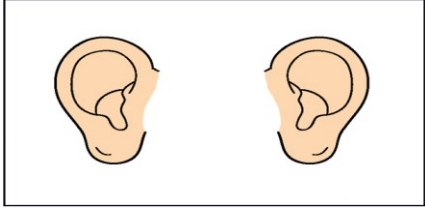
For example:





## C.2. TASK 2: MATCHING WORDS WITH APPROPRIATE PICTURES



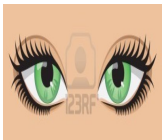

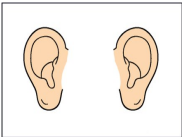





Instruction: match the words with the pictures by making lines between column A and column B.

6. Shoulder	
7. Ears	
8. Knee	
9. Eyes	
10. Lips	



### C.3. TASK 3: MATCHING SENTENCES WITH APPROPRIATE PICTURES


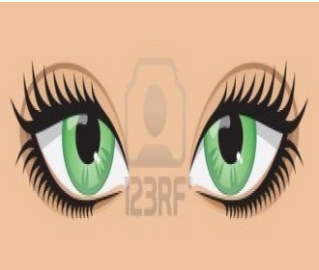


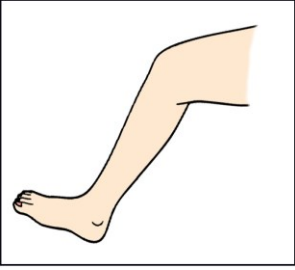
Instruction: matching the sentences by making a line between sentences in column A and pictures in column B below.

COLUMN A	COLUMN B
1. We see the rainbow with our eyes	 
2. We hear the music with our ears	 
3. We taste the lemon with our tongue	 
4. We touch the rocks with our hands	 
5. We smell the flower with our nose	 

### D. WRITING TASKS

#### D.1. TASK 1: WRITING WORDS BASED ON THE PICTURES (FILLING IN THE BLANK WITH CORRECT WORDS BASED ON THE PICTURES)

Instruction: fill in the blank with the correct words based on the pictures

		
6. ...	7. ...	8. ...
		
9. ...	10. ...	

#### D.2. TASK 2: WRITING WORDS IN BLANK SENTENCES (COMPLETING WORDS IN A SENTENCE)

Instruction: complete the words in a sentence.

1. We (...) the rainbow with our eyes.
2. We hear the music with our (...).
3. We taste the lemon with our (...).
4. We (...) the rocks with our hands.
5. We (...) the flower with our nose.

### D.3. TASK 3: WRITING SIMPLE SENTENCES

Instruction: make good sentences with these jumbled words.

6. We// our hands// the rocks//with.
7. The flower//with//our nose// we.
8. Taste// the lemon//we// with//our tongue.
9. The rainbow//our eyes//we//with// see.
10. Our ears// music// hear// with// we.

## TOPIC: DAILY ACTIVITIES

## C. LISTENING TASKS

## A.1. TASK 1: LISTEN AND DO

Instruction: listen to your teacher and respond the teacher by doing appropriate actions based on the teacher's instruction of "Simon says" game.

For example:

Simon says "Clap your hand", then the students clap their hands.

## A.2. TASK 2: LISTEN AND WRITE

Instruction: listen to your teacher and write the words correctly in a piece of paper.

For example:

The teacher says "eat", then the students write the word in a piece of paper.

## B. SPEAKING TASKS

### B.1. TASK 1: ROLE PLAY

Instruction: practice the dialogue with your friend, then perform them in front of the class.

Fani: What do you do after going back from school?

Bagas: I pray at 01.00 p.m.

Then, I watch tv

After that, I take a nap

Then, I pray

Then, I watch tv. What do you do after going back to school?

Fani: I pray at 01.00 p.m.

Then, I eat lunch

After that, I take a nap.

### B.2. TASK 2: CONVEYING KINDS AT PROMPT ( PERFORM INDIVIDUALLY)

Instruction: practice the dialogue related to daily activities then perform in front of the class to tell your friends about your daily activities at home.

For example:

At 5 o'clock I get up

At 05.15 I pray

At 05.30 I take a bath

At 05.45 I get dressed

At 06.00 I eat breakfast, and so on

## C. READING TASKS

## C.1. TASK 1: DRAWING PICTURE






Instruction: draw the picture given by the teacher

For example:



## C.2. TASK 2: MATCHING WORDS WITH PICTURES.

Instruction: match the words with the appropriate pictures by making a line between column A and column B.

6. Go to bed	
7. Take a bath	
8. Get up	
9. Go to school	
10. Brush my teeth	

### C.3. TASK 3: MATCHING SENTENCES WITH APPROPRIATE PICTURES

Instruction: match the sentences in the column A with the pictures in column B by making a line between the columns.






COLUMN A	COLUMN B
1. She reads a book.	
2. She watches tv.	
3. She washes her face.	
4. He has a shower.	
5. He has breakfast.	



### D. WRITING TASKS

#### D.1. TASK 1: WRITING WORDS BASED ON THE PICTURES

Instruction: write the words based on the pictures.

		
6. ...	7. ...	8. ...
		
9. ...	10. ...	

#### D.2. TASK 2: WRITING WORDS IN A BLANK SENTENCES

Instruction: complete the words in the blank sentences below.

Example: He ... a newspaper. (read)

reads

1. He ... her face. (wash)
2. She ... a magazine. (read)
3. It ... ice cream. (eat)
4. We ... a magazine. (read)
5. I ... a cartoon. (watch)

### D.3. TASK 3: WRITING SIMPLE SENTENCES

Instruction: write good sentences from these jumbled words below.

1. He// cartoon// watches.
2. She// a magazine// reads.
3. Ice cream// we// eat.
4. I// to school// go.
5. Has lunch// he// at 12 o'clock.

## TOPIC: HOBBIES

## C. LISTENING TASKS

## A.1. TASK 1: LISTEN AND DO

Instruction: listen to your teacher's instruction then respond her by answering the teacher's questions

For example:

Teacher: what is your hobby?

Student: my hobby is swimming.

Teacher: what dou you like? Fishing or gardening?

Student: I like gardening.

Teacher: what am I doing? (while reading)

## A.2. TASK 2: LISTEN AND WRITE

Instruction: listen to your teacher's instruction and write the teacher's words on a piece of paper.

For example:

The teacher says "reading", then the students write the word on a piece of paper.

The lists of the words:

1. Reading
2. Fishing
3. Cooking
4. Gardening
5. Playing guitar

## B. SPEAKING TASKS

### B.1. TASK 1: ROLE PLAY

Instruction: practice these dialogues with your friend, then perform them in front of the class.

Fatma: what is your hobby?

Fitrah: my hobby is cooking. What is your hobby?

Fatma: my hobby is singing. What do you like to eat? Pizza or chocolate?

Fitrah: I like chocolate. What do you like to eat? Pizza or chocolate?

Fatma: I like pizza.

### B.2. TASK 2: CONVEYING KINDS OF EXPRESSIONS AT PROMPT (PERFORM INDIVIDUALLY)

Instruction: practice these dialogue, the come in front of the class to answer the teacher's question orally.

For example:

Teacher: what is your hobby?

Student: my hobby is playing football.

Teacher: what do you like to drink? Ice tea or milk?

Student: I like ice tea

## C. READING TASKS

### C.1. TASK 1: DRAWING PICTURE






Instruction: draw the picture given by the teacher on a piece of paper

For example:







## C.2. TASK 2: MATCHING WORDS WITH APPROPRIATE PICTURES

Instruction: match the words with the appropriate pictures by making a line between column A and column B.

COLUMN A	COLUMN B
1. Singing	
2. Dancing	
3. Playing guitar	
4. Swimming	
5. Playing piano	

### C.3. TASK 3: MATCHING SENTENCES WITH APPROPRIATE PICTURES

Instruction: match the sentences in the column A with the pictures in column B by making a line between the columns.






Column A	Column B
1. His hobby is cooking.	
2. Her hobby is reading a book.	
3. They like eating brownies.	
4. I like playing football.	
5. She likes riding a bicycle.	



## D. WRITING TASKS

### D.1. TASK 1: WRITING WORDS BASED ON THE PICTURES

Instruction: write the words based on the picture

 <p style="font-size: small; margin-top: 5px;">Acclaim Images.com</p>		 <p style="font-size: x-small; margin-top: 5px;">©BNP Design Studio * illustrationsOf.com/1068617</p>
1. ...	2. ...	3. ...
	 <p style="font-size: x-small; margin-top: 5px;">© Can Stock Photo - csp8370925</p>	
4. ...	5. ...	

### D.2. TASK 2: WRITING WORDS IN A BLANK SENTENCES (COMPLETING WORDS IN A SENTENCE)

Instruction: complete the words in the blank sentences.

1. I always play piano. My hobby is . . . .
2. He always play guitar. His hobby is . . . .
3. She sings beautifully. Her hobby is . . . .
4. She read many books. Her hobby is . . . .
5. He can swim. His hobby is . . . .



## D.3. TASK 3: WRITING SIMPLE SENTENCES

Instruction: write good sentences from these jumble words below.

1. Her hobby// cooking// is.

\_\_\_\_\_.

2. Likes// she // eating chocolate.

\_\_\_\_\_.

3. Fishing// they// like.

\_\_\_\_\_.

4. What is he doing?

Is// he // playing guitar.

\_\_\_\_\_.

5. What is she doing?

Studying English// is // she.

\_\_\_\_\_.

TOPIC: CALENDAR

## CYCLE 2

### D. LISTENING TASKS

#### B.1. TASK 1: LISTEN AND DO (GIVING INSTRUCTION AND RESPONDING TO THE INSTRUCTION)

Instruction: respond to the teacher by answering the teacher's questions orally in front of the class.

For example:

The teacher: what day is it today?

Student: today is Friday 7th.

The teacher: what day is tomorrow?

Student: tomorrow is Saturday.

#### B.2. TASK 2: LISTEN AND WRITE

Instruction: listen to your teacher's and write the words correctly in the piece of paper.

For example:

Teacher says: write the word of "Monday". Then the student write the word correctly in the piece of paper.

## B. SPEAKING TASKS

### A.1. TASK 1: CONVEYING KINDS OF EXPRESSIONS AT PROMPT (DOING SPEAKING INDIVIDUALLY IN FRONT OF THE CLASS)

Instruction: Practice these dialogues then respond your teacher by answering the teacher's questions orally in front of the class.

Example:

Situation: Today is Friday 7th in September.

The teacher: what day is it today?

Student: today is Friday 7th.

The teacher: what day is tomorrow?

Student: tomorrow is Saturday.

The teacher: what day is yesterday?

Student: yesterday is Thursday.

The teacher: what is the month after September?

The student: Next month is October.

The teacher: what month before September?

The student: Last month is August.

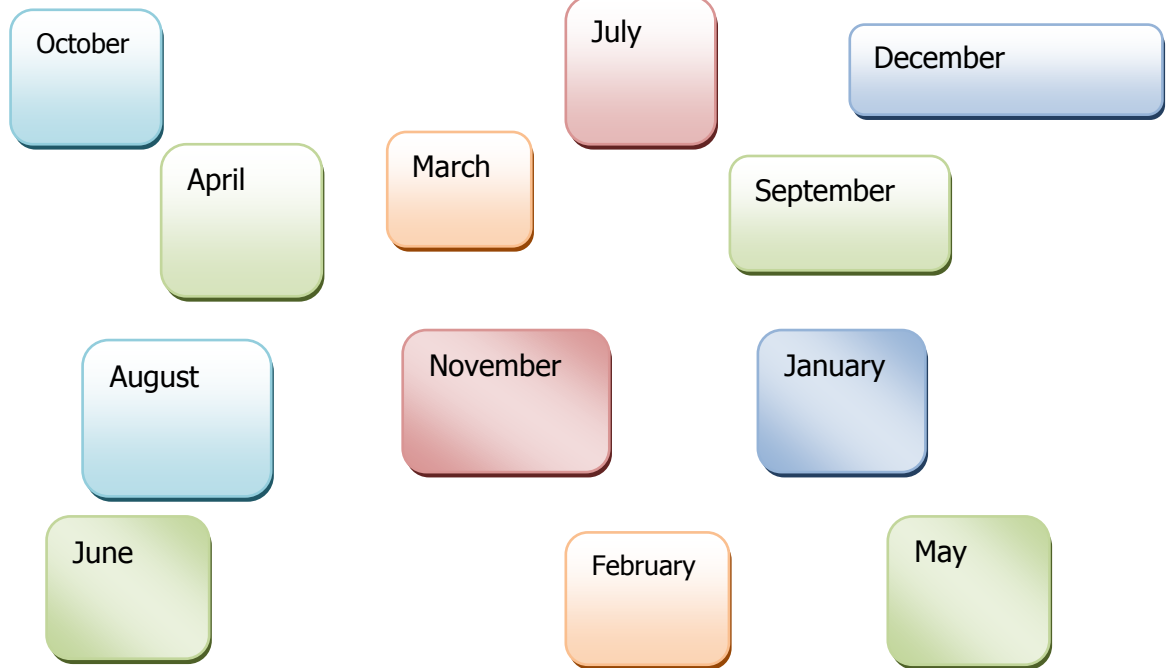
### C. READING TASKS

#### C.1. TASK 1: MATCHING WORDS WITH APPROPRIATE PICTURES

Instruction: match the words by ordering the months in the blank pictures on the table below with the cards given by the teacher.






		
	 <small>© Prawny * www.ClipartOf.com/86677</small>	
		

The cards:








### C.3. TASK 3: MATCHING SENTENCES WITH APPROPRIATE PICTURES

Instruction: match the sentence with the picture below.

 <p>JPG Preview service@clipartof.com www.clipartof.com/1110269 No Free Use Allowed</p>	<p>1. Today is Monday.</p>
	<p>2. Today is Tuesday.</p>
 <p>© Prawny * www.ClipartOf.com/66663</p>	<p>3. It is May.</p>
 <p>©Prawny * IllustrationsOf.com/1110267</p>	<p>4. It is December 25th.</p>
 <p>© Prawny * www.ClipartOf.com/66677</p>	<p>5. It is June.</p>

## D. WRITING TASKS

D. 1 TASK 1: WRITING WORDS BASED ON THE PICTURES (FILLING IN THE BLANK WITH CORRECT WORDS ON THE PICTURES) Instruction: Fill in the blank with correct words based on the pictures

	
1. ...	2. ...
	
3. ...	4. ...
	
5. ...	

## D.2 TASK 2: WRITING SIMPLE SENTENCES SUPPORTED BY COLORFUL PICTURES

Instruction: Write the correct sentences from these jumbled words.

		
<p>Is// today// Wednesday.</p> <p>_____.</p>	<p>Yesterday// Saturday// is.</p> <p>_____.</p>	<p>Last month// March// is.</p> <p>_____.</p>
		
<p>April// next month// is.</p> <p>_____.</p>	<p>Is// tomorrow// Sunday.</p> <p>_____.</p>	



## TOPIC: PARTS OF BODY (SENSES)

## D. LISTENING TASKS

## A.1. TASK 1: LISTEN AND DO (GIVING INSTRUCTION AND RESPONDING TO THE INSTRUCTION)

Instruction: respond the teacher by doing the appropriate actions based on the teacher's instruction of the "Simon says" game below.

1. Simon says "touch your nose!"
2. Simon says "touch your eyes!"
3. Simon says "touch your head!"
4. Simon says "touch your shoulders!"
5. Simon says "touch your ears!"

## A.2. TASK 2: LISTEN AND WRITE

Instruction: listen to your teacher and write the correct words in a piece of paper

For example:

The teacher says "write" the word of ears. Then the students write the word in a piece of paper.

## B. SPEAKING TASKS

### B.1. TASK 1: CONVEYING KINDS AT PROMPT (DOING SPEAKING INDIVIDUALLY IN FRONT OF THE CLASS)

Instruction: practice the dialogue, then respond your teacher by answering the teacher's questions orally in front of the class.

Example:

The teacher: what is this? (while pointing nose)

The student: that is nose.






The teacher: what is this? (while pointing lip)

The student: that is lip.

### C. READING TASKS


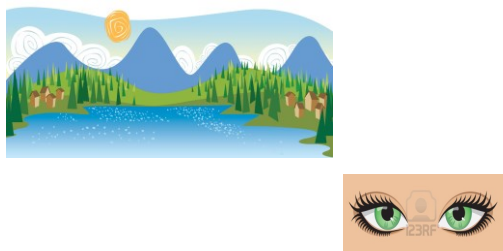
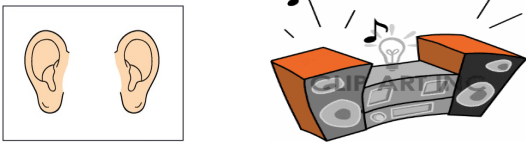


#### C.1. TASK 1: MATCHING WORDS WITH APPROPRIATE PICTURES

Instruction: match the words with the pictures by making lines between column A and column B.

	<p>1. Hip</p>
	<p>2. Cheek</p>
	<p>3. Ankle</p>
	<p>4. shoulder</p>
	<p>5. Elbow</p>

## C.2. TASK 2: MATCHING SENTENCES WITH APPROPRIATE PICTURES






Instruction: matching the sentences by making a line between sentences in column A and pictures in column B below.

COLUMN A	COLUMN B
	<p>1. We taste the sugar with our tongue.</p>
	<p>2. We hear/ listen to the radio with our ears.</p>
	<p>3. We see the landscape with our eyes.</p>
	<p>4. We smell the perfume with our nose.</p>
	<p>5. We touch/ hold the book with our hands.</p>

### D. WRITING TASKS

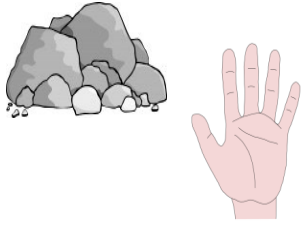
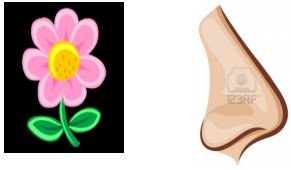


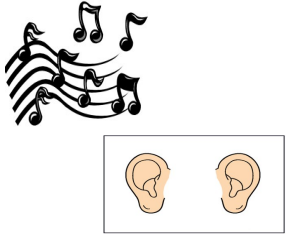
#### D.1. TASK 1: WRITING WORDS BASED ON THE COLORFUL PICTURES (FILLING IN THE BLANK WITH CORRECT WORDS BASED ON THE PICTURES)

Instruction: fill in the blank with the correct words based on the pictures

		
1. ...	2. ...	3. ...
		
4. ...	5. ...	

## D.2. TASK 2: WRITING SIMPLE SENTENCES SUPPORTED BY COLORFUL PICTURES

Instruction: make good sentences with these jumbled words.

		
<p>We// our hands// the rocks//with.</p> <p>_____.</p>	<p>The flower//with//our nose// we.</p> <p>_____.</p>	<p>Taste// the lemon//we// with//our tongue.</p> <p>_____.</p>
		
<p>The rainbow//our eyes//we//with// see.</p> <p>_____.</p>	<p>Our ears// music// hear// with// we.</p> <p>_____.</p>	

## TOPIC: DAILY ACTIVITIES

## D. LISTENING TASKS

## A.1. TASK 1: LISTEN AND DO

Instruction: listen to your teacher and respond the teacher by doing appropriate actions based on the teacher's instruction of "Simon says" game.

For example:

Simon says "Clap your hand", then the students clap their hands.

## A.2. TASK 2: LISTEN AND WRITE

Instruction: listen to your teacher and write the words correctly in a piece of paper.

For example:

The teacher says "eat", then the students write the word in a piece of paper.

## B. SPEAKING TASKS

### B.1. TASK 1: CONVEYING KINDS AT PROMPT ( PERFORM INDIVIDUALLY)

Instruction: practice the dialogue related to daily activities then perform in front of the class to tell your friends about your daily activities at home.

For example:

At 5 o'clock I get up

At 05.15 I pray

At 05.30 I take a bath

At 05.45 I get dressed

At 06.00 I eat breakfast, and so on



### C. READING TASKS






#### C.1. TASK 1: MATCHING WORDS WITH APPROPRIATE PICTURES.

Instruction: match the words with the appropriate pictures by making a line between column A and column B.

	<p>1. Read a book</p>
	<p>2. Drink milk</p>
	<p>3. Sing a song</p>
	<p>4. Get up</p>
	<p>5. Take a bath</p>

## C.2. TASK 2: MATCHING SENTENCES WITH APPROPRIATE PICTURES






Instruction: match the sentences in the column A with the pictures in column B by making a line between the columns.

COLUMN A	COLUMN B
	<p>1. She listens to the music.</p>
	<p>2. She brushes her teeth.</p>
	<p>3. He watches tv.</p>
	<p>4. She rides a bicycle.</p>
	<p>5. He has a shower.</p>

### D. WRITING TASKS






#### D.1. TASK 1: WRITING WORDS BASED ON THE COLORFUL PICTURES

Instruction: write the words based on the pictures.

		
1. ...	2. ...	3. ...
		
4. ...	5. ...	

### D.3. TASK 3: WRITING SIMPLE SENTENCES SUPPORTED BY COLORFUL PICTURES

Instruction: write good sentences from these jumbled words below.

		
<p>He// cartoon// watches.</p> <p>_____.</p>	<p>She// a magazine// reads.</p> <p>_____.</p>	<p>Ice cream// we// eat.</p> <p>_____.</p>
		
<p>I// to school// go.</p> <p>_____.</p>	<p>Has lunch// he// at 12 o'clock.</p> <p>_____.</p>	

## TOPIC: HOBBIES

## D. LISTENING TASKS

## A.1. TASK 1: LISTEN AND DO

Instruction: listen to your teacher's instruction then respond her by answering the teacher's questions

For example:

Teacher: what is your hobby?

Student: my hobby is swimming.

Teacher: what dou you like? Fishing or gardening?

Student: I like gardening.

Teacher: what am I doing? (while reading)

## A.2. TASK 2: LISTEN AND WRITE

Instruction: listen to your teacher's instruction and write the teacher's words on a piece of paper.

For example:

The teacher says "reading", then the students write the word on a piece of paper.

The lists of the words:

6. Reading

7. Fishing

8. Cooking

9. Gardening

10. Playing guitar

## B. SPEAKING TASKS

### B.1. TASK 1: CONVEYING KINDS AT PROMPT (PERFORM INDIVIDUALLY)

Instruction: practice these dialogue, the come in front of the class to answer the teacher's question orally.

For example:

Teacher: what is your hobby?

Student: my hobby is playing football.






Teacher: what do you like to drink? Ice tea or milk?

Student: I like ice tea

### C. READING TASKS

#### C.1. TASK 1: MATCHING WORDS WITH APPROPRIATE PICTURES

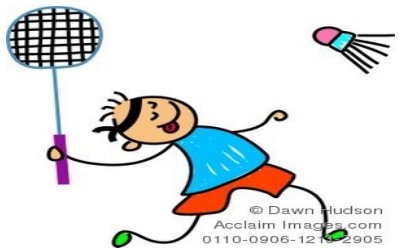




Instruction: match the words with the appropriate pictures by making a line between column A and column B.

COLUMN A	COLUMN B
1. Playing with friends	
2. Dancing	
3. Playing football	
4. Playing basketball	
5. Fishing	



## C.2. TASK 2: MATCHING SENTENCES WITH APPROPRIATE PICTURES

Instruction: match the sentences in the column A with the pictures in column B by making a line between the columns.






Column A	Column B
1. His hobby is playing basketball.	 © Dawn Hudson Acclaim Images.com 0110-0906-12102905
2. Their hobby is dancing.	
3. They like eating brownies.	
4. I like playing badminton.	 ©BNP Design Studio * illustrationsOf.com/433082
5. She is singing.	 gg57256085 www.gograph.com



## D. WRITING TASKS






### D.1. TASK 1: WRITING WORDS BASED ON THE PICTURES

Instruction: write the words based on the picture

		
1. ...	2. ...	3. ...
		
4. ...	5. ...	

## D.2. TASK 2: WRITING SIMPLE SENTENCES SUPPORTED BY COLORFUL PICTURES

Instruction: write good sentences from these jumble words below.

 <p>©BNP Design Studio * IllustrationsOf.com/436937</p>	 <p>©David Hudson Acclaim Images.com 0110-0908-1710-4474</p>	 <p>©iStockphoto.com/219032</p>
<p>Her hobby// cooking// is.</p> <p>_____.</p>	<p>Likes// he // eating candy.</p> <p>_____.</p>	<p>Fishing// they// like.</p> <p>_____.</p>
 <p>ClipartOf.com/219032</p>	 <p>graphic factory</p>	
<p>What is she doing?</p> <p>Is// she // playing guitar.</p> <p>_____.</p>	<p>What is he doing?</p> <p>Reading a book// is // he.</p> <p>_____.</p>	

NO	NAMA	NIS	pre-test	cycle 1	cycle 2	post test
1	ARYA ARDI SAPUTRA	990	3	4	4	4
2	GHAHITSA BAGUS W	1037	3,25	5	5	4
3	MOH. GALIH SUSANTO	1113	3	4	4	3,75
4	AXEL APRIAVITO	1029	6	7	6	7
5	BAGAS NUGROHO NUR C	1030	5	6	6	6,5
6	DANIEL SETYAWAN	1031	3,75	4	4	6
7	GUNTUR CHANDRA IRAWAN	1038	4	5	5	5,75
8	SADA PRASANA YAHYA	1052	6	6	7	7,25
9	SINGGIH PANGESTU	1056	3,75	5	6	6
10	ALAN FARREL PRISMANTO	1117	5	5	5	6,75
11	ALFI RIZAL KURNIAWAN	1072	7	7	7	8,25
12	ARA AVRILIA ANANDA SARI	1074	4	5	5	6,25
13	AZIZATUL FADILA K.P	1075	7,25	8	8,5	8,5
14	DEFRI AULIA .N	1076	6	6	6	7,25
15	DENISWARI VIDIA .S	1077	7	7	7	8,75
16	DYAH LYLIS PRAMISTY	1078	6,75	7	8	7,75
17	EKY PUTRI ROSITA DEVI	1079	6	6	7	7,5
18	FANI APRILIANI	1080	8	8	8,5	8,75
19	FATMA DAMAYANTI	1082	7,75	8,5	8,5	9
20	FITRAH ANDREAS .P	1084	7,25	8	8	8,75
21	HANARIA RESTI ANGGANI	1085	8,25	9,5	9,5	9
22	IVAN SYAFIQ HADIANSYAH	1086	6,5	6	6	7,75
23	KAMELIA ANJELI	1089	5	7	7	6,75
24	LAILA NURUL AINI	1090	6	7	7,5	7,5
25	MARCELINO IRVAN	1091	6,25	7	7	7
26	MUHAMMAD ADE IRWAN .N	1092	7	7	8	8
27	MUHAMMAD AVIF .S	1093	6,5	7	7	8
28	MUHAMAD RISAL GONZALES	1094	6	6	6	0,25
29	MUHAMMAD TIO .P	1095	6	6	7	8
30	RAMA ADITYA F.P	1096	6	7	8	8
31	REZA SYAHRUL ADITYA	1097	6	7	8	7
32	SEVA AGUSTIAN ARI .P	1100	6	7	8,5	7

33	SEVIANA AYU PRAMUDITA	1101	6,75	7,5	7,5	7
34	SITARA IKA SAFITRI	1102	6,25	6	6,5	7
35	SYAHRUL AMAR	1103	6	7	7	7
36	TIO APDHI PAMUNGKAS	1104	6	6,5	7	7,5
37	TRI HANDAYANI	1105	6,5	6	6	7,25
38	TRI SETIANINGSIH .R	1106	8,25	8	8,5	9,75
39	YUSUF AJI PURNAMA	1108	6	6	7	7,25
40	ZAKIY ANANDA LUNA	1109	7	7,5	7,5	8
41	RIZAL ZAINUL ROBBIN	1114	4	5,5	5,5	6
42	MOH. SYAFIQ SIROJUDIN .A	1175	5,75	6	6	7

5,89880952 6,45238095 6,75 7,04166667

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
first	second	third	fourth	fifth
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
sixth	seventh	eighth	ninth	tenth
11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup>	15 <sup>th</sup>
eleventh	twelfth	thirteenth	fourteenth	fifteenth
16 <sup>th</sup>	17 <sup>th</sup>	18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>
sixteenth	seventeenth	eighteenth	nineteenth	twentieth
21 <sup>st</sup>	22 <sup>nd</sup>	23 <sup>rd</sup>	24 <sup>th</sup>	25 <sup>th</sup>
twenty-first	twenty-second	twenty-third	twenty-fourth	twenty-fifth
26 <sup>th</sup>	27 <sup>th</sup>	28 <sup>th</sup>	29 <sup>th</sup>	30 <sup>th</sup>
twenty-sixth	twenty-seventh	twenty-eighth	twenty-ninth	thirtieth
	31 <sup>st</sup>			
	thirty-first			

Dewi Ayu  $\Rightarrow$  Ga suka Es  
 they we I you "s/es"

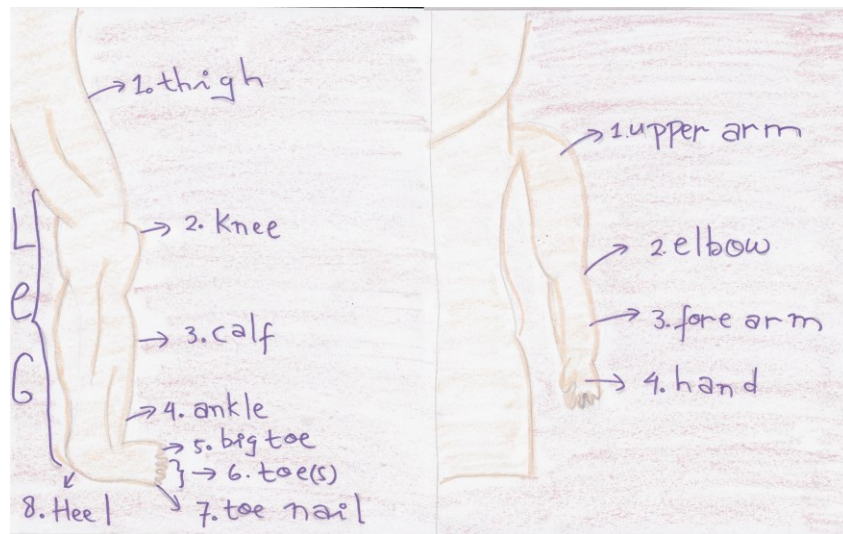
\*They go to school at 0630 a.m.

\*We read a magazine.

\*I watch cartoons.

\*You eat ice cream.



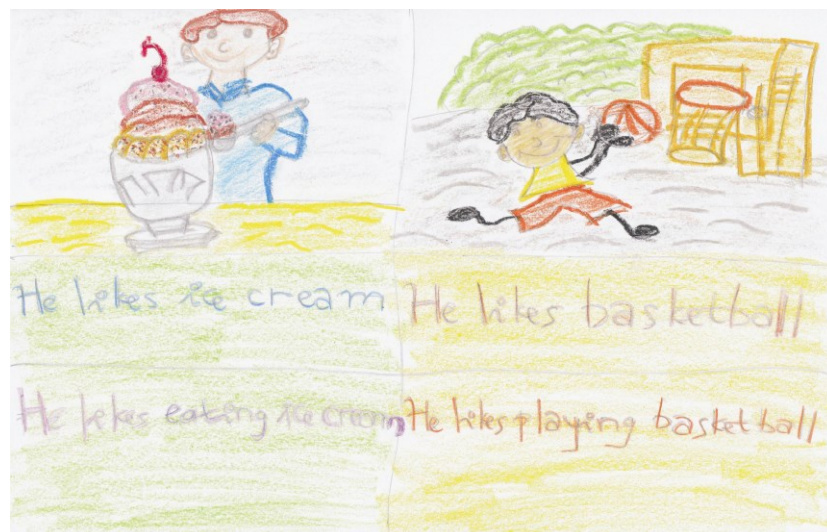


Jangan Febi Makan Apel Medan  
 Jumed Juluki Agus  
 Sepeti Ader Tekovela Desa

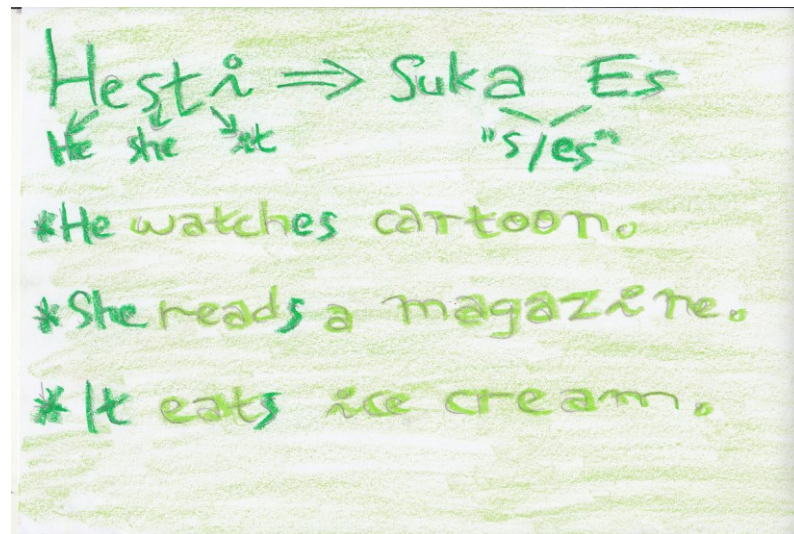
(+) She reads a magazine.  
 does read

(-) She does not read a magazine.

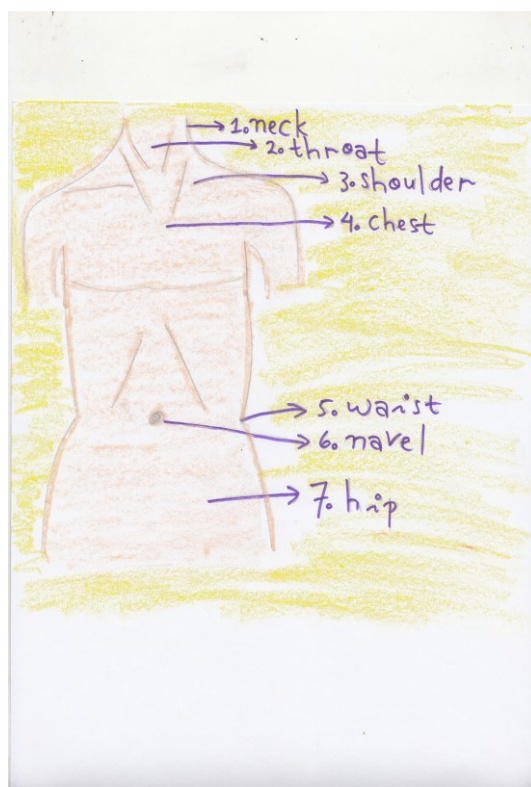
(?) Does she read a magazine?











\*Today is Friday.

=> Yesterday was Thursday.

=> Tomorrow is Saturday.

\*It is January.

=> Last month was December.

=> Next month is February.



Susi: What day is today?

Juti: Today is Monday.

Susi: What month is it?

Juti: It is May.

Susi: What is the date today?

Juti: The date today is May the fifteenth.

Si Ais Histeris  
Ada tas dari tong Semen  
di toko  
Hansip



Henri dan Sarah

Pengen Lagi

Kenal Putu

Pengkan Natap

Wajik

di

Pohon Palem

Neta Suka

Cowoknya

Henri

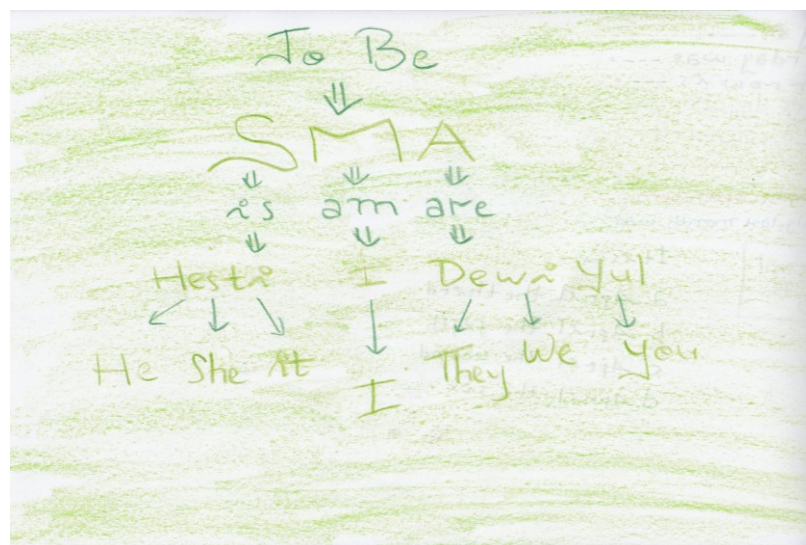
Laper makan arem-arem  
 Lafer juga makan arem-arem  
 Ha'em!

Lita, Rina, Mida, Fira  
 itu  
 Pinter.  
 Jumben?

Jini calon  
 abg tuh.  
 Jenaneh?



Hape Tomo Lecet  
Is dan Ais  
Faham



1. Today is ----  
Yesterday was ----  
Tomorrow is ----
2. The six day is ----
3. Tuesday, Wednesday, ----
4. The first month is ----
5. July, August, September, ----
6. It is July, last month was ----

7

April  
5th

It is ----

- a. April the third
- b. April the fifth
- c. April the second
- d. April the six

Sumanto beli Wedang Jahe  
Irus  
Irida beli Sate



joe goes to school at 06.30 everyday.



joe start to study at 7.00 in the morning.



joe has lunch at 12.00 o'clock.



joe leaves the school in the afternoon.





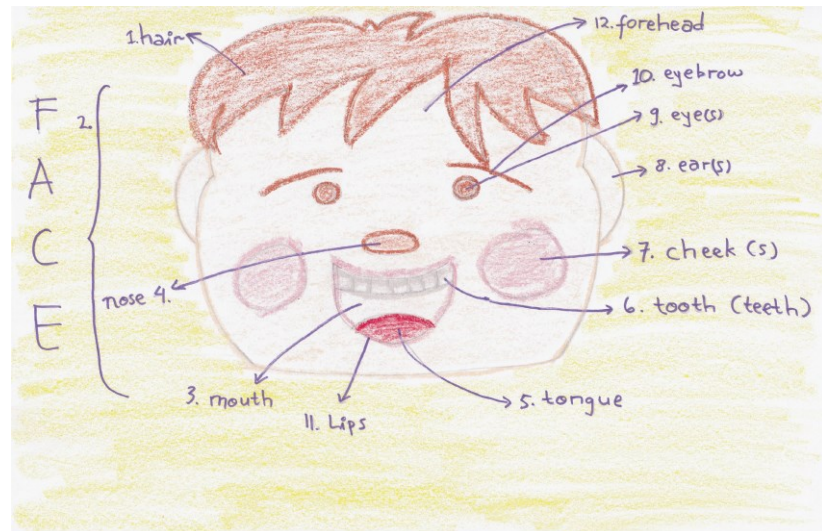
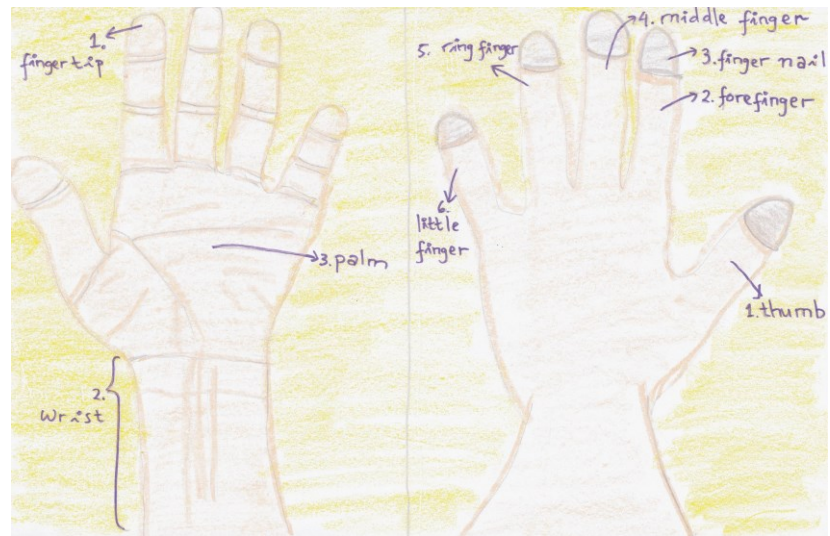
Diana: What are they doing?  
Sastro: They are playing football.

Diana: What is their hobby?  
Sastro: Their hobby is playing football.

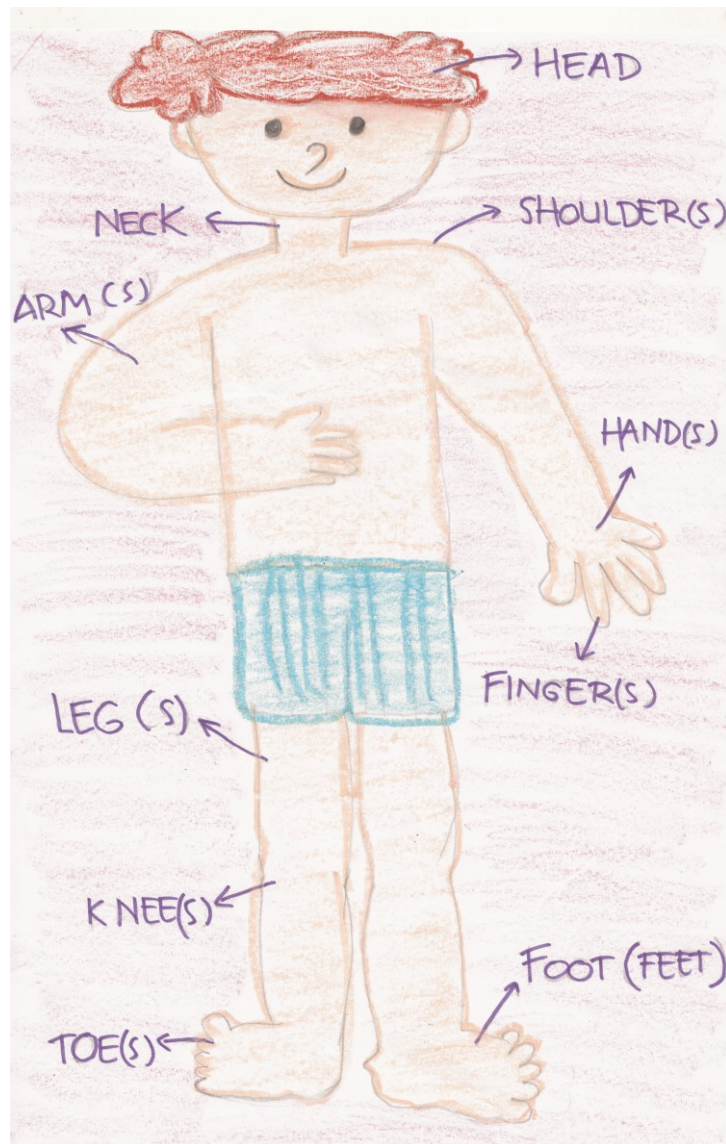


Sule: What is she doing?  
Panto: She is singing a song.

Sule: What is her hobby?  
Panto: Her hobby is singing a song.









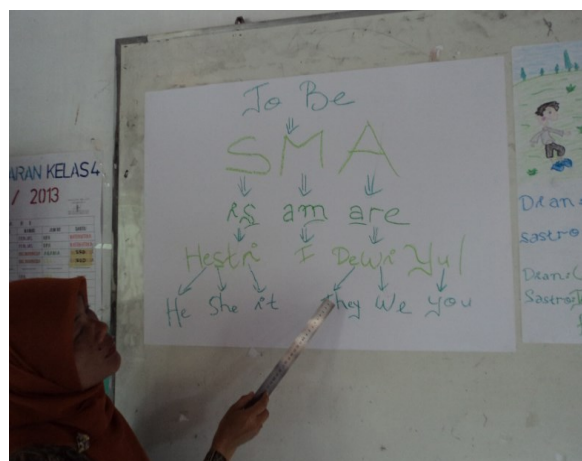
The students were interested in the pictures



The students helped the teacher to stick the pictures



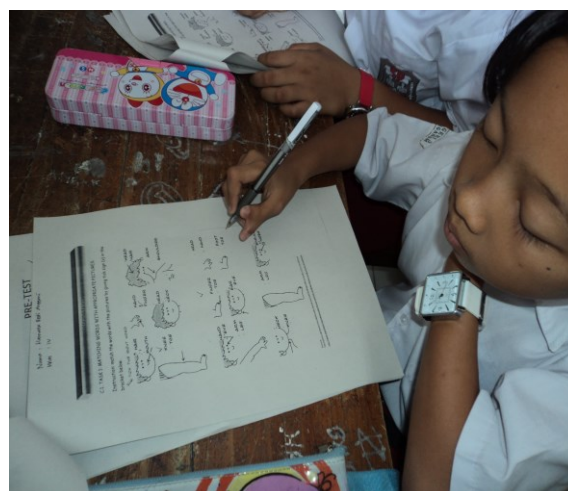
The student do the matching words activity (practice)



The teacher presented the materials by using mnemonic "spatial grouping"



The teacher presented the materials by using mnemonic "acrostic"



The student do the matching words activity (production)





The student did the activity of drawing pictures.



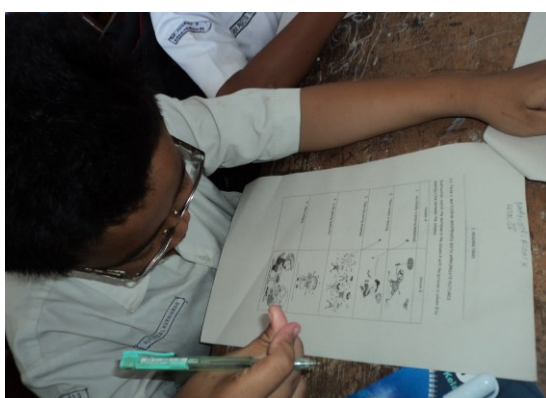
The teacher and the students sang songs with movement.



The teacher conducted "*Komunikata*" game.



The students were enthusiastic during the implementation of mnemonic



The student did matching sentences with appropriate pictures activity.



The teacher conducted "Simon says" game.



KEMENTERIAN PENDIDIKAN NASIONAL  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/32-01  
10 Jan 2011

Nomor : 982 / UN.34.12 / PBI / IX / 2012  
Lampiran :  
Hal : Permohonan Ijin Survey/Obsevasi/Penelitian

Kepada Yth. Dr. Widyastuti Purbani, M.A.  
Pembantu Dekan I  
FBS UNY

Dengan hormat,

Menanggapi surat dari Saudara:

Nama : Ayu Puspita Sari

No. Mhs. : 07202244024

Jur/Prodi : Pendidikan Bahasa Inggris

Lokasi Penelitian : SD N 3 Karanganom Klaten

Judul Penelitian : Improving Students' English Achievement through Mnemonics for the Fourth Grade Students of SD N 3 Karanganom Klaten

Tanggal Pelaksanaan: .....

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami  
Ketua Jurusan Pendidikan Bahasa Inggris  
FBS UNY,

Drs. Samsul Maarif, M.A.  
NIP. 19530423 197903 1 004





**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 1157/UN.34.12/PP/IX2012  
Lampiran : 1 Berkas Proposal  
Hal : **Permohonan Izin Penelitian**

25 September 2012

Kepada Yth.  
Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

***Improving Students' English Achievement through Mnemincs for the Fourth Grade Students of SD N 3 Karanganom Klaten***

Mahasiswa dimaksud adalah :

Nama : AYU PUSPITA SARI  
NIM : 07202244024  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : September – November 2012  
Lokasi Penelitian : SD N 3 Karanganom Klaten

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Wakil Dekan I  
  
Dr. Widyastuti Purbani, M.A.  
NIP 19610524 199001 2 001

Tembusan:  
Kepala SD N 3 Karanganom Klaten



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

Yogyakarta, 28 September 2012

Nomor : 070/7970/V/09/2012

Perihal : Ijin Penelitian

Kepada Yth.  
Gubernur Provinsi Jawa Tengah  
Cq. Bakesbangpol dan Linmas  
di -  
Tempat

Menunjuk Surat :

Dari : Dekan Fakultas Bahasa dan Seni UNY  
Nomor : 1157/UN.34.12/PP/IX/2012  
Tanggal : 25 September 2012  
Perihal : Ijin Penelitian

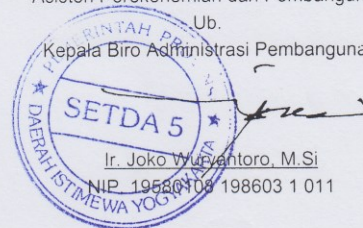
Setelah mempelajari proposal/desain riset/usulan penelitian yang diajukan, maka dapat diberikan surat keterangan untuk melaksanakan penelitian kepada

Nama : AYU PUSPITA SARI  
NIM / NIP : 07202244024  
Alamat : Karangmalang Yogyakarta  
Judul : IMPROVING STUDENTS' ENGLISH ACHIEVEMENT THROUGH MNEMONICS FOR THE FOURTH GRADE OF SD N 3 KARANGANOM KLATEN  
Lokasi : - Kec. KARANGANOM, Kota/Kab. KLATEN Prov. JAWA TENGAH  
Waktu : Mulai Tanggal 28 September 2012 s/d 28 Desember 2012

Peneliti berkewajiban menghormati dan menaati peraturan dan tata tertib yang berlaku di wilayah penelitian.

Kemudian harap menjadi maklum

A.n Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
Ub.  
Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta.
3. Yang Bersangkutan

Ir. Joko Wuryantoro, M.Si  
NIP. 19520408 198603 1 011





**PEMERINTAH PROVINSI JAWA TENGAH**  
**BADAN KESATUAN BANGSA, POLITIK DAN PERLINDUNGAN MASYARAKAT**

JI. A. YANI NO. 160 TELP. (024) 8454990 FAX. (024) 8414205, 8313122  
 SEMARANG - 50136

**SURAT REKOMENDASI SURVEY / RISET**

**Nomor : 070 / 2 207 / 2012**

- I. **DASAR** : 1. Peraturan Menteri Dalam Negeri Republik Indonesia. Nomor 64 Tahun 2011. Tanggal 20 Desember 2011.  
 2. Surat Edaran Gubernur Jawa Tengah. Nomor 070 / 265 / 2004. Tanggal 20 Februari 2004.
- II. **MEMBACA** : Surat dari Gubernur DIY. Nomor 070 / 7970 / V / 09 / 2012. Tanggal 28 September 2012.
- III. Pada Prinsipnya kami **TIDAK KEBERATAN** / Dapat Menerima atas Pelaksanaan Penelitian / Survey di Kabupaten Klaten.
- IV. Yang dilaksanakan oleh
1. Nama : AYU PUSPITA SARI.
  2. Kebangsaan : Indonesia.
  3. Alamat : Karangmalang Yogyakarta.
  4. Pekerjaan : Mahasiswa.
  5. Penanggung Jawab : Bambang Sugeng, Ph.D.
  6. Judul Penelitian : Improving Students English Achievement Through Mnemonics For The Fourth Grade Of SD N 3 Karangnom Klaten.
  7. Lokasi : Kabupaten Klaten.

**V. KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat / Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Pemberitahuan ini.
2. Pelaksanaan survey / riset tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan. Tidak membahas masalah Politik dan / atau agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.

3. Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati / mengindahkan peraturan yang berlaku atau obyek penelitian menolak untuk menerima Peneliti.
4. Setelah survey / riset selesai, supaya menyerahkan hasilnya kepada Badan Kesbangpol Dan Linmas Provinsi Jawa Tengah.

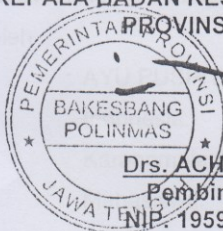
VI. Surat Rekomendasi Penelitian / Riset ini berlaku dari :

Oktober s.d Desember 2012.

VII. Demikian harap menjadikan perhatian dan maklum.

Semarang, 8 Oktober 2012

an. GUBERNUR JAWA TENGAH  
KEPALA BADAN KESBANGPOL DAN LINMAS  
PROVINSI JAWA TENGAH



Drs. ACHMAD ROFAI, MSI  
Pembina Utama Muda  
NIP. 195912021982031005





**PEMERINTAH KABUPATEN KLATEN**  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**  
**(BAPPEDA)**

Jln Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730  
 KLATEN 5742

Nomor : 072/861/X /09  
 Lampiran : -  
 Perihal : Permohonan Ijin Penelitian

Klaten 12 Oktober 2012  
 Kepada Yth.  
 Ka.SD N 3 Karanganom Klaten  
 Di-

KLATEN

Menunjuk Surat dari Ka.Badan Kesbangpol dan Linmas Jateng Nomor 070/2207/2012 Tanggal 8 Oktober 2012 Perihal Permohonan Ijin Penelitian, dengan hormat kami beritahukan bahwa di Wilayah/Instansi Saudara akan dilaksanakan Penelitian :

Nama : AYU PUSPITA SARI  
 Alamat : Karangmalang Yogyakarta  
 Pekerjaan : Mahasiswa  
 Penanggungjawab : BAMBANG SUGENG, Ph.D.  
 Judul/ topik : Improving Students English Achievement Through Mnemonics For The Fourth Grade Students Of SD N 3 Karanganom Klaten.  
 Jangka Waktu : 3 Bulan (12 Oktober s/d 12 Januari 2012)  
 Catatan : *Menyerahkan Hasil Penelitian berupa hard copy dan soft copy ke Bidang PEPP/ Litbang BAPPEDA Kabupaten Klaten*

Besar harapan kami, agar Saudara berkenan memberikan bantuan seperlunya.

An. BUPATI KLATEN  
 Kepala BAPPEDA Kabupaten Klaten  
 Ub.Sekretaris



Hari Budiono, SH  
 Pembina Tingkat I  
 NIP. 19611008 198812 1 001

Tembusan disampaikan Kepada Yth :

1. Ka.Kantor Kesbangpol Kab.Klaten
2. Ka.Dinas Pendidikan Kab.Klaten
3. Dekan Fakultas Bahasa Dan Seni UNY
4. Yang Bersangkutan
5. Arsip.



**PEMERINTAH KABUPATEN KLATEN**  
**UPTD PENDIDIKAN KECAMATAN KLATEN UTARA**  
**SEKOLAH DASAR NEGERI 3 KARANGANOM**

Jl. Ki Hajar Dewantara Karangnom, Klaten Utara Kode Pos 57438 – Telp. 0272-3352829 KLATEN

Yang bertanda tangan dibawah ini :

Nama : Sumariyata, S.Pd  
 NIP : 19680228 198806 1 001  
 Jabatan : Kepala Sekolah  
 Nama Sekolah : SD Negeri 3 Karangnom  
 Alamat Sekolah : Jl. Ki Hajar Dewantara, Karangnom, Klaten Utara

Menerangkan dengan sebenarnya bahwa :

Nama : Ayu Puspita Sari  
 NIM : 07202244024  
 Jabatan : Mahasiswa Universitas Negeri Yogyakarta  
 Jurusan : Pendidikan Bahasa Inggris

Mengadakan penelitian dalam rangka pengambilan data untuk skripsi yang berjudul “  
 IMPROVING STUDENTS’ ENGLISH ACHIEVEMENT THROUGH MNEMONICS FOR  
 THE FOURTH GRADE STUDENTS OF SD N 3 KARANGANON KLATEN”

Demikian surat keterangan ini dibuat sesuai dengan keadaan yang sebenarnya, dan untuk  
 digunakan sebagaimana mestinya.



Klaten, 20 November 2012

Kepala Sekolah

SD N 3 Karangnom

Sumariyata, S.Pd

NIP. 19680228 198806 1 001